AUDIOLOGY HANDBOOK

LSU Health Sciences Center

Updated Fall 2026

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DEPARTMENTAL OVERVIEW

DEPARTMENT FACULTY AND STAFF

Name	Office	Phone
Dr. Annette Hurley, Dept Head	9B15/951	568-4337
Ms. Molly Brouillette **SLP Clinical Coordinator**	9A1/929	568-4335
Dr. Erica Cardosi	9A18/958	568-4343
De. Jill Douglass	9C3/931	568-4736
Ms. Celeste Hebert	9A5/914	568-4344
Dr. Madison Humphries	9A14/962	568-4343
Dr. Leslie Lopez **SLP Program Director**	9C2/932	568-4341
Dr. Jill Douglass	9C1/929	568-4333
Dr. Megan Majoue	9B3/935	568-4342
Dr. Megam Guidry **AUD Clinic Director**	9A1/956	568-4336
Dr. Emily Mutter	9B14/950	568-4340
Dr. Dania Rishiq	9F4/952	568-4440
Ms. Michelle Willis	9A4/915	568-4347
Ms. Brittney Wright	9A3/927	568-4417
Vacant Front office	9A8	568-4346
Ms. Deanna Livers, Mgr. Speech & Hearing Clinic	9A8/913	568-4338
Ms. Callee Fogg	923	568-4340

Vision Statement

The Department of Communication Disorders at LSU Health- New Orleans will provide educational excellence, innovative programming, clinical training, and research experiences for doctoral students in audiology. The program will nurture future leaders who will advocate for individuals with communication disorders across the life span.

Mission Statement

The mission of the Department of Communication Disorders is to train master level speech-language pathologists and doctoral level audiologists using scientifically based curricula via a variety of instructional delivery models. Our students will be sensitive to individuals from varied cultural and socioeconomic backgrounds, all age ranges, and to trends and issues that affect the profession. They will be trained to incorporate best practices and use evidence-based practice.

Strategic Plan

The Department of Communication Disorders strategic plan can be found at URL:http://alliedhealth.lsuhsc.edu/cd/docs/StrategicPlan.pdf?version1.2017

AUDIOLOGY PROGRAM GOALS

Goals: The LSUHSC Doctor of Audiology Program commits to:

- Recruit highly qualified applicants for enrollment to the Doctor of Audiology Program
- Maintain program completion rates and Praxis pass rates that are above accreditation thresholds.
- Graduate audiologists who:
    - are able to practice in a variety of settings by providing a broad area of service to patients of all ages and can communicate effectively with patients, colleagues and other health care professionals.
    - function as audiology ambassadors to promote audiology in the community.
    - will independently evaluate and critique new information and technology in the field of audiology.
    - are future leaders of the audiology profession who are knowledgeable and educated about the national policies regarding hearing healthcare.

ACCREDITATION

Regional Accreditation

Louisiana State University Health Sciences Center at New Orleans is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Contact SACSCOC at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Louisiana State University Health Sciences Center at New Orleans. This accreditation is valid through 2025.

Council on Academic Accreditation

The Master's degree in Communication Disorders (M.C.D.) education program in speech-language pathology (residential) and the Doctor of Audiology (AuD) education program in Audiology (residential) at LSU Health Sciences Center is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language Hearing Association, 2200 Research Boulevard, #3010, Rockville, MD 20850, 800-498-2071 or 301-296-5700. The accreditation period is from April 2018 through March 2026.

DELIVERY OF THE PROGRAM

The audiology faculty are hopeful students (adult learners) are active participants and self-motivated in their learning. The faculty use several different types of delivery throughout the curriculum in order to stimulate critical thinking skills.

Lecture style courses: These are important for core concepts: A& P of Speech and Hearing Mechanism, Neuroscience, Psychoacoustics, Speech and Hearing Science

Clinical/Lab Courses: These courses incorporate lectures, hands-on, and case-based approaches. Students attend lectures, participate in lab assignments, and integrate information to interpret case studies.

Case Based Learning & Project Based Learning (PBL): is another approach used in the Audiology curriculum in numerous courses. Students present 'interesting' or challenging audiological cases during SPTHAUD 5499 each semester.

Formative and Summative Assessment: Academic and Clinical

There is a continuous evaluation and monitoring of a student's academic and clinical progress in both academic and clinical coursework. Formative assessment is an ongoing measurement to monitor the acquisition of knowledge and skills. Examples of academic formative assessment include exams, case reports, and student projects.

Summative assessment occurs at the culmination of the academic year 1, year 2, and year 3. Students who do not meet the minimum passing grade must be remediated. The format of this exam is intended to provide practice for a national licensure exam. The exam will have content in Foundations, Prevention and Identification, Assessment, Intervention and Professional Issues.

Students must pass clinical proficiencies throughout their time at LSUHSC. These include Speech-Language screening, hearing screening, clinic (air, bone, speech, and immittance testing), ABR, and VNG. Summative clinical assessments are completed each semester by their clinical supervisors.

COURSE SEQUENCE:

AUDIOLOGY CURRICULUM
Students enrolling Fall 2026

Total Credits 128Academic: 79 Clinic: 42 hours Clinic Process: 4
Fall Year 1: 15 credits:13 Academic/1 Clinic/ 1 clinic process.
SPTHAUD 5991 Diagnostic audiology I – 3 cr.
SPTHAUD 5131 Hearing and Speech Science- 3 cr.
SPTHAUD 6130 Neuroscience – 3 cr.
SPTHAUD 6100 Research in Communication Disorders – 3 cr.
SPTHAUD 6111 Clinical Audiology Lab I- 1 cr.
SPTHAUD 5499 Issues in COMD –1 cr.
SPTHAUD 6701 Audiology Clinical Practicum – 1 cr.

Spring Year 1, 14 credits: 13 Academic/1 clinic
SPTHAUD 6207 Introduction to Hearing Aids- 3 cr.
SPTHAUD 6273 Pediatric Audiology- 3 cr.
SPTHAUD 6205 Auditory Evoked Potentials – 3 cr.
SPTHAUD 6203 Advanced Diagnosis in Audiology – 3 cr.
SPTHAUD 7101 Audiology Capstone I –1 cr.
SPTHAUD 6703 Audiology Clinical Practicum – 1 cr.

Summer Year 1,10 credits: 8 Academic/1 clinic/ 1 clinic process
SPTHAUD 5499 Issues in COMD –1 cr.

SPTHAUD 6705 Audiology Clinical Practicum – 1 cr.
SPTHAUD 6201 Anatomy and physiology of Speech & Hearing – 4 cr.
SPTHAUD 7215 Adult Aural Rehabilitation – 4 cr. (taught biannually)

Fall Year 2, 13 credits: 9 Academic/ 2 Clinic/2 clinic process.
SPTHAUD 7211 Basic Vestibular Testing– 3 cr.
SPTHAUD 6227 Medical Audiology- 3 cr.
SPTHAUD 6221 Advanced Hearing Aids- 3 cr.
SPTHAUD 5499 Issues in COMD –1 cr.
SPTHAUD 6801 Audiology Clinical Practicum –2 cr.
SPTHAUD 7311 Hearing Aid Modification and Repair 1 cr.

Spring Year 2, 15 credits: 13 Academic/2
Clinic SPTHAUD 6581 Cochlear Implants and other specialized hearing devices - 3 cr.
SPTHAUD 6235 Psychoacoustics and Speech Perception – 3 cr.
SPTHAUD 6229 Medical Audiology II- 3 cr.
SPTHAUD 6237 Advanced Electrophysiological Techniques – 3 cr.
SPTHAUD 6803 Audiology Clinical Practicum – 2 cr.
SPTHAUD 7103 Audiology Capstone II- 1 clinic

Summer Year 2, 9 credits: 6 Academic/2 Clinic/ 1 clinic process
SPTHAUD 6805 Audiology Clinical Practicum – 2 cr.
SPTHAUD 5499 Issues in Communication Disorders – 1 cr.
SPTHAUD 7319 Practice Management in Audiology – 3 cr.
SPTHAUD 7331 Tinnitus- 3 cr. (taught biannually)

Fall Year 3, 13 credits: 7 Academic/5 Clinic/ 1 clinic process.
SPTHAUD 6231 Auditory Processing Disorders- 3 cr.
SPTHAUD 6583 Advanced Implantable Devices- 2cr
SPTHAUD 6901 Audiology Clinical Practicum - 4 cr.
SPTHAUD 5499 Issues in Communication Disorders –1 cr.
SPTHAUD 6499 Billing and Coding -1cr
SPTHAUD 7231 Clinical Rotation (4 week offsite) – 1 cr.
SPTHAUD 7105 Audiology Capstone III – 1 cr.

Spring Year 3, 14 credits: 10 Academic/4 Clinic
SPTHAUD 7131 Pediatric Aural Rehabilitation– 3 cr.
SPTHAUD 7323 Advanced Vestibular Testing and Rehabilitation – 3 cr.
SPTHAUD 6247 Hearing Conservation – 3 cr.
SPTHAUD 6903 Audiology Clinical Practicum – 4 cr.
SPTHAUD 7107 Audiology Capstone IV – 1 cr.

Summer Year 4, 6 credits: SPTHAUD 7501 6 cr.
Fall Year 4, 9 Credits: SPTHAUD 7502 9 cr.
Spring Year 4, 9 Credits: SPTHAUD 7503 9 cr.

COURSES and DESCRIPTIONS

STPHAUD 5131 Hearing and Speech Science. 3 credits. The basic principles of acoustics related to speech and hearing will be introduced. Topics include generation,
transmission, measurement of sound, and physiologic and psychological aspects of acoustic phonetics.

SPTHAUD 5499 Issues in Communication Disorders. 1 credit.
Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.

SPTHAUD 5991 Diagnostic Audiology I. 3 credits.
Basic audiology test battery (air, bone, speech, masking and immittance) for beginning Au. D students.

SPTHAUD 6100 Research in Communication Disorders. 3 credits.
Ethical and methodological considerations in speech language pathology and audiology research. Critical evaluation of research. Application of research to clinical practice.

SPTHAUD 6111 Clinical Laboratory I. 1 credit.
First year (beginning) students will be paired with a third-year practicing student to observe clients throughout the semester. Students will be required to test several simulated patients via computer programs.

SPTHAUD 6130 Neuroscience. 3 credits.
The structure and function of the nervous system are presented and analyzed, with an emphasis on hearing, speech, and language central organizations. Emphasis is on normal structure and function so the clinician can better understand abnormalities.

SPTHAUD 6201 Anatomy and Physiology of Speech and Hearing. 4 Credits.
Detailed anatomy and physiology of the systems involved in speech and hearing, including cadaver dissection. The nervous system, respiration, phonatory-articulatory systems, and auditory system are included. Laboratory required.

SPTHAUD 6203 Advanced Diagnosis in Audiology. 3 credits.
This course focuses on the development, administration, and interpretation of advanced procedures in audiology. Included are immittance audiometry, otoacoustic emissions, speech audiometry, central auditory function, and tests for pseudohypacusis. Integration of the total audiological test battery to assess the site of lesion of aural pathologies will be examined. Clinical laboratory is required.

SPTHAUD 6205 Auditory Evoked Potentials. 3 credits.
This course is designed to explore the normal neuroanatomy and neurophysiology of the auditory system. Included will be an overview of normal and abnormal function, assessment, and treatment techniques. Administration and interpretation of auditory brainstem response testing will be emphasized. Clinical laboratory is required.

SPTHAUD 6207 Introduction to Hearing Aids. 3 credits.
This course emphasizes hearing aid hardware, signal processing, and basic clinical procedures including electroacoustical analysis and real-ear measurement.

SPTHAUD 6221 Advanced Hearing Aids. 3 credits.
This course places an emphasis on selection of hearing aid parameters, verification of fit, validation of benefit, orientation to use and care, and troubleshooting. Prerequisite: SPTHAUD 6207.

SPTHAUD 6227 Medical Audiology. 3 credits.
A study of the interaction among the anatomical and physiological components of the auditory system and various medical conditions as reflected in the sound transmission characteristics of the auditory system.

SPTHAUD 6229 Medical Audiology II. 3 credits.
This course continues the study of the interaction among the anatomical and physiological components of the auditory system and various medical conditions. This course will cover introductory concepts of pharmacology and ototoxicity and the various interactions of drugs and their effects on patient hearing, balance, emotional, physical, and cognitive function. Imaging techniques of the auditory structures will be covered.

SPTHAUD 6231 Auditory Processing Disorders. 3 credits.
This course reviews the anatomy and physiology of the central auditory pathway. The development, administration and interpretation of tests of central auditory function are presented as well as current remediation strategies. Clinical laboratory is required.

SPTHAUD 6235 Psychoacoustics and Speech Perception. 3 credits.
The determination of psychological correlates of the physical parameters of acoustics will be studied. The general problem of inferring sensation or perception from behavioral data utilizing psychophysical methods and decision theory will be examined.

SPTHAUD 6237 Advanced Electrophysiological Techniques. 3 credits.

This course investigates origins and applications of evoked potentials looking at early, middle, and late responses including ECochG, ABR, MLR, LAER, and endogenous (e.g., MMN and P300) potentials. Case studies and detailed analyses of wave forms are emphasized.

SPTHAUD 6247 Hearing Conservation. 3 credits.

The student learns how to implement a comprehensive noise program following the OSHA guidelines. Topics include noise measurement, noise-hazards, noise-abatement, and noise-safety programs. Hearing conservation is discussed.

SPTHAUD 6273 Pediatric Audiology. 3 credits.

A developmental approach to the evaluation of hearing of the neonate, infant and young child will be studied. The principles and procedures for screening, testing, and monitoring the pediatric client will be presented. Laboratory.

SPTHAUD 6499. Billing and Coding. 1 credit.

Correct billing and coding practices are key to successful audiology practitioners. This course reviews coding basis, advanced issues, federal regulations and current billing practices.

SPTHAUD 6581 Cochlear Implants and Other Specialized Hearing Devices. 3 credits.

Treatment of profoundly hearing-impaired adults and children is discussed. Function, assessment, and performance of cochlear implants is investigated from inception to current practice. Assessment and treatment techniques incorporating implantable hearing aids, tactile aids, and assistive listening devices are presented.

SPTHAUD 6583 Advanced Implantable Devices. 2 credits.

This course continues the study of implantable devices. Students will receive hands-on experience with programming and troubleshooting of cochlear implants and other auditory implantable devices.

SPTHAUD 6701 Clinical Practicum Audiology. 1 credit.

Supervised clinical experiences for audiology students. For those students assigned to an onsite clinic at the LSUHSC Department of Communication Disorders Clinic, the clinic assignment will include on time call with hearing aid dispensary, and duties as described in the Clinic Handbook.

SPTHAUD 7131 Pediatric Aural Rehabilitation. 3 Credits.

This course focuses on the habilitation/rehabilitation of children, age 0 to 18, with hearing impairments. Psychological, social, and educational aspects of hearing impairment in children are addressed. Parental and family counseling are discussed. Educational options, assistive technology, and speech perception testing are included.

SPTHAUD 7211 Basic Vestibular Assessment 3 credits.

This course will focus on the functional anatomy and physiology of the vestibular system, with emphasis on administration and interpretation of standard clinical tests of ENG. Extensive laboratory work will be required. This course is the prerequisite for the advanced vestibular testing and rehabilitation course.

SPTHAUD 7215 Adult Aural Rehabilitation. 3 credits.

This course focuses on adult (18 years and older) aural rehabilitation. Psychological and social aspects of hearing impairment are discussed. Assistive listening devices are addressed. Counseling the adult patient, structured aural rehab sessions, and the latest methods for adult hearing aids fittings are presented.

SPTHAUD 7225 Genetics. 1 credit.

The science of genetics as it applies to audiology and hearing.

SPTHAUD 7231 Clinical Rotation. 1 credit.

This is a 4-to-6-week offsite clinical audiology placement. It may be repeated for credit.

SPTHAUD 7232 Research Laboratory Experience I. 1 credit. This course will prepare students for their research project. The student will consult with departmental faculty to generate a research topic for investigation.

SPTHAUD 7233 Research Laboratory Experience II. 1 credit. Based upon their research experience, students will be required to develop a paper of publishable quality or a professional poster of a quality acceptable for submission to a peer reviewed entity. Students will be required to present their findings to the faculty and peers.

SPTHAUD 7239 Geriatric Audiology. 2 credits.

This course is an overview on the anatomical and physiological effects of aging on the peripheral and central auditory system. Subjective and objective measurements will be discussed as well as rehabilitation methods.

SPTHAUD 7311 Hearing Aid Modification and Repair. 1 credit.

Lecture and lab work on hearing aid repair and earmold modification.

SPTHAUD 7319 Practice Management in Audiology. 3 credits.

This course considers the non-clinical aspects of professional practice. Topics presented include ethics, employment, billing, information management, suppliers and manufacturers, private practice, laws and regulations.

SPTHAUD 7323 Advanced Vestibular Testing and Rehabilitation. 3 credits.

While ENG testing remains the primary tool for evaluating vestibular dysfunction, in recent years new computer assisted procedures have been developed that assess the patient's posture and balance functions. This course will focus on these new procedures which, in combination with ENG, provide a more complete picture of both peripheral and central vestibular problems.

SPTHAUD 7331 Tinnitus. 1 credit.

Generation, assessment, and management of tinnitus will be discussed. Associated pathologies, quality of life scales, rehabilitative devices, and specific rehabilitation procedures are included.

SPTHAUD 7501 Externship I. 6 credits.

This course is part of a 9-to-12-month externship designed to provide the student with at least 35 hours per week of audiology experience. May be repeated until clinical training is completed.

SPTHAUD 7502 Externship II. 9 credits.

This course is part of a 9-to-12-month externship designed to provide the student with at least 35 hours per week of audiology experience. May be repeated until clinical training is completed. Prerequisite: satisfactory completion of Externship I.

SPTHAUD 7503 Externship III. 9 credits.

This course is part of a 9-to-12-month externship designed to provide the student with at least 35 hours per week of audiology experience. May be repeated until clinical training is completed. Prerequisite: satisfactory completion of Externship II.

TECHNICAL STANDARDS

The School of Allied Health Professions and Department of Communication Disorders does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, or disability. When requested, the department will provide reasonable accommodation to otherwise qualified students with properly certified disabilities. The faculty and professional staff have responsibility for the welfare of students in the section and for the clients the students treat during their graduate program. To meet this responsibility, the section has established Technical Standards that must be demonstrated by students with or without reasonable accommodations in order to participate in the program and to complete it successfully. Reasonable accommodations will be made to students with disabilities on an individual and flexible basis. It is the responsibility of students, however, to review the technical standards for a given program and make their needs known. Students should refer to Guidelines for Students with Disabilities http://alliedhealth.lsuhsc.edu/Admin/studentswithdisabilities.aspx

The School of Allied Health Professions has established Technical Standards for its programs of study delineating the minimum physical, cognitive, emotional, and social requirements necessary to participate fully in all aspects of academic and clinical education expected by a specified program of study. One's ability to meet the technical standards is a prerequisite for admission and continuation in a program of study. Applicants and enrolled students must be able to meet all technical standards with or without reasonable accommodation.

Physical Health: The student must possess the physical health and stamina needed to carry out the program of Communication Disorders.

Intellectual Skills: The student must have sufficient powers of intellect to acquire, assimilate, integrate and apply information. The student must have the intellectual ability to solve problems and the ability to comprehend three-dimensional and spatial relationships.

Motor Skills: The student must have sufficient use of motor skills to carry out all necessary procedures, both those involved in learning the fundamental sciences and those required in the clinical environment. This includes the ability: (1) to participate in relevant educational exercises and to extract information from written sources; (2) use a computer to operate laboratory equipment, and (3) access transportation to all clinical and academic places.

Communication:

The student must be able to demonstrate adequate communication skills while interacting with patients, family members, and other clinicians. This includes expressive and receptive modes of verbal, nonverbal, and written communication. The student must have the ability to accurately assess receptive communication in order to make

appropriate and timely responses. The student must be able to expressively communicate attentively, effectively, and sensitively to others. Also required is the ability to immediately assess incoming information to allow for appropriate, well-focused follow-up inquiry. The student must be capable of responsive, empathic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences. He or she must express his or her ideas clearly and demonstrate a willingness and ability to give and receive feedback.

Consistent with CAA 4.2 proficiency in English, the student "must demonstrate communication skills sufficient to achieve effective clinical and professional interaction with clients and relevant others." For oral communication, students must "demonstrate speech and language skills in English, which, at a minimum are consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects." For written communication, students must "be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence." (ASHA, 2005).

Sensory Abilities: The student must be able to safely, reliably and efficiently perform speech-language pathology assessments and treatments and participate effectively in the classroom, laboratory and clinical setting. Students must possess the ability to observe both close at hand and at a distance. Sensation must be satisfactory to receive and interpret verbal and nonverbal communications from patients and others.

Behavioral Qualities: The student must possess emotional health sufficient to carry out the tasks above, must have good judgment and must behave in a professional, reliable, mature and responsible manner. The student must be adaptable, possessing sufficient flexibility to function in new and stressful environments. The student must be able to critically evaluate her/his own performance, be forthright about errors, accept constructive criticism, and look for ways to improve. The student must show respect for individuals of different ages, ethnic backgrounds, religions, and/or sexual orientations. The student must exhibit professional behavior by conforming to appropriate standards of dress, appearance, language and public behavior. The student must uphold the Code of Ethics of the American-Speech-Language-Hearing Association and the code of Academic Conduct of the LSU Health Science Center's School of Allied Health Professions.

Each student must continue to meet all of the TECHNICAL STANDARDS set forth above. A student may be denied permission to continue in the Communication Disorders program at the LSU Health Sciences Center should the student fail at any time to demonstrate all of the required TECHNICAL STANDARDS.

ACADEMIC STANDARDS

The academic standards for the university are from the LSU SAHP Academic Standards

Graduate Professional Scholastic Requirements

Students dismissed from the School for academic reasons must reapply to the program to be considered for readmission.

1. A minimum cumulative GPA of **3.0** is required for graduation.
2. The minimum passing grade for course work is **C**.
    a. A remediation plan is required for any course in which a student earns a final grade of C.
    b. A student may earn no more than **7 credit hours** of C grades.
    c. Students who receive C grades in more than 7 credit hours may be subject to dismissal from the program. Obtaining a third "C" or a "D" in any course will result in the option for the student to withdraw from the program with no option to

return in the future OR repeat the course where the third "C" or "D" was earned with the next cohort of students. This involves sitting out of classes for a year,

d. repeating the course, earning a grade of B or higher, then continuing in the program. If the student fails to achieve a B or higher, the student will immediately be dismissed from the program. This "second chance" option can only be used 1 time during the course of study.
e. In courses designated Pass/Fail or Satisfactory/Unsatisfactory, a grade of Pass or Satisfactory is required.

3. Any grade below a **C** will result in dismissal from the program.

Provisions for Academic Progression

1. If an unacceptable grade is recorded in a course designated as a prerequisite course the student must satisfactorily complete the prerequisite course before continuing the program sequence.

2. Students may not participate in clinical, fieldwork or preceptorship courses until all prerequisite course work has been completed successfully.

3. Students who fall below a 3.0 cumulative GPA will be placed on scholastic probation.

4. Students placed on scholastic probation must repeat those courses in which an unacceptable grade was earned when next regularly offered and earn a satisfactory grade. Students will remain on scholastic probation until this requirement is met and the minimum scholastic requirement for cumulative GPA is achieved. Failure to meet this requirement will result in dismissal from the School.

5. A course, including those designated clinical, fieldwork, and preceptorship, may be repeated one time only. Students who repeat a course but earn an unacceptable grade will be dismissed from the School.

6. Students who fail to attain a minimum 3.0 cumulative and/or semester professional GPA in two consecutive semesters can be dismissed from the School.

7. Students on scholastic probation are not eligible for graduation.

8. Students must complete the program in a specified period of time; within 6 years.

9. Grades recorded in repeated course work do not replace the original grade. Both the original grade and repeated grade will appear on the academic transcript and both grades will be used in the computation of the academic grade point average.

10. Students dismissed from the School for academic reasons must reapply to the program to be considered for readmission.

Progression through Coursework
Statement of Satisfactory Academic Progress
A student who is allowed to continue enrollment in the Communication Disorders Program is considered making satisfactory academic progress. A student not satisfactorily completing all course requirements will be reviewed by the faculty and a decision will be made regarding remedial actions.

If a student's performance is considered to be marginal or below minimal course standards for any course, the student's faculty advisor and/or a member of the core faculty may arrange for a personal conference with the student involved to discuss deficiencies observed and to begin the remediation process.

COMPREHENSIVE EXAMS

Summative Assessment Year 1

All students in the program will be evaluated at the end of year 1 to assess their ability to understand and integrate the appropriate academic material into clinical practice providing supporting rationale. The format will be multiple choice.

The comprehensive exam will cover areas: Basic Science and Audiology Foundations, Audiological and vestibular assessment and Management, and Differential Diagnosis.

Progression Standards

- To pass, students must achieve a minimum score of 80%.
- Students who score below the passing threshold on the first attempt must retake the exam.
- A second failure may result in dismissal from the program.

Summative Assessment Year 2

During the second year, the student will take Comprehensive Examination in a multiple-choice format. This exam is designed to assess advanced integration of academic content across the curriculum.

Progression Standards

- A passing grade of 80% is required to advance to Year 3.
- Students who do not achieve a passing score will be required to retake the exam. A second failure may result in dismissal from the program.

Year 3: Case-Based Comprehensive Assessment

In Year 3, students will complete a case-based comprehensive assessment. This examination requires students to apply foundational knowledge, clinical reasoning, and evidence-based practice to complex clinical cases across the scope of audiology practice.

Progression Standards

- A passing grade of 80% is required to advance to Year 4 and clinical externship placement.
- Students who do not pass on the first attempt will be required to remediate and retake the exam. A second failure may result in dismissal from the program.

Remediation of Comprehensive Exams

When warranted, remediation opportunities will be offered to support student success prior to a second exam attempt. Remediation may include, but is not limited to:

- Faculty-led review sessions targeting areas of weakness.
- Directed study assignments (e.g., readings, written reflections, practice questions).
- Oral examination or faculty conferences to assess understanding and provide feedback.
- Development of an individualized remediation plan in consultation with the student's academic advisor.

Remediation is designed to ensure students are adequately prepared to demonstrate competency; however, students must independently meet the program's required performance standards on the retake.

GRADING AND EVALUATION OF PERFORMANCE

SAHP Grade Policy may be found at SAHP Grading Policy.

In each course within the curriculum, student performance is assessed through examinations and other evaluation methods. Final grades are submitted to the SAHP Office of Student Affairs and forwarded to the Office of the Registrar within two weeks of course completion. The final grade assigned reflects all significant aspects of the student's performance in the course. For clinical coursework, faculty and clinical supervisors are encouraged to provide descriptive comments regarding the student's knowledge, professionalism, interpersonal skills, attitude toward coursework, and other factors relevant to their future role as an audiologist. These comments become part of the student's permanent academic record.

POLICY on Communication Proficiency and Performance Expectations

In accordance with CAA Standard 4.2

The program is committed to ensuring that all students demonstrate the communication proficiency necessary to provide effective and appropriate clinical and professional services. This includes spoken and written English, as well as any other language used for instruction or service delivery.

Spoken and Written English Proficiency

All students must demonstrate communication skills sufficient to achieve effective clinical and professional interaction with clients, caregivers, colleagues, supervisors, and other professionals. This includes:

- **Oral Communication**: Students must speak English clearly and intelligibly, using speech and language skills consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects. Faculty and clinical instructors will monitor and assess students' spoken communication throughout academic and clinical coursework. When concerns arise, appropriate support and remediation will be offered.
- **Written Communication**: Students must be able to write and comprehend technical reports, diagnostic and treatment documentation, treatment plans, and professional correspondence. Written communication must be accurate, concise, organized, and appropriate to the clinical or professional context.

Additional Communication Expectations

Students must demonstrate the ability to:

- Communicate information clearly, succinctly, and comprehensively—even under time constraints.
- Assess and respond appropriately to verbal and nonverbal cues.
- Engage in responsive, empathic listening that fosters rapport and reflects sensitivity to cultural and linguistic diversity.
- Accept and incorporate feedback related to communication skills in both academic and clinical settings.

Languages Other Than English

When clinical services are provided in a language other than English, students must demonstrate sufficient proficiency in that language or work effectively with a qualified interpreter to ensure appropriate, culturally responsive care. The program will assess language proficiency or interpretation strategies, as applicable, to support effective communication and client outcomes.

Ongoing Monitoring

Faculty and clinical instructors are responsible for ongoing evaluation of communication performance. Should a student fail to meet expected communication standards, the program will develop an individualized support or remediation plan to ensure continued growth and compliance with professional and accreditation expectations.

ACADEMIC ADVISING

Students are required to complete all coursework offered by the Department as part of the Doctor of Audiology curriculum. Courses from other institutions may not be used as substitutes for LSUHSC courses. The AuD program follows a lockstep curriculum. Prior to each semester, the Program Director will email students with guidance on which courses to register for. Students may seek academic advisement from any faculty member as needed and are encouraged to meet with their assigned advisor regularly, as well as reach out at any time for additional support. In addition, students will routinely meet with the Clinical Coordinator to discuss clinical placements, progress, and individual clinical goals. (*See Promotion and Remediation Policy for additional details regarding academic progression and remediation procedures.)*

PROMOTION and REMEDIATION

The following criteria must be met satisfactorily for a student enrolled in the Communication Disorders Program to be eligible for promotion to the next academic year or graduation:

1. Satisfactory completion of all course work and requirements specified for the academic level. A student will complete a remediation plan for all courses that a grade of C is earned. In rare and specific circumstances, a remediation plan may not be required for a course in which a student earns a C, provided that the faculty determines, through documented evaluation, that the student has met all required knowledge and skill competencies for that course. In all cases, the student must meet with instructional faculty to review their overall performance.

2. Fulfilling all requirements established by the faculty of each course within the academic year.

Should a student's cumulative GPA fall below 3.0, an individual plan of action is prepared by the course instructor, the student's advisor, and program chair to promote an increase in the student's GPA, or other desired outcome.

The student then has two consecutive didactic semesters of coursework to raise their cumulative GPA to at least 3.0 and thus be considered in satisfactory academic standing. If the student fails to remediate their GPA in the allotted time, the student will likely be dismissed from the program.

Requirements for Remediation Process-: The remediation process is designed to help faculty identify and assist students who may experience academic, clinical, or professional difficulty. The process is proactive, with the goal of identifying at-risk students as early as possible. The LSUHSC Doctor of Audiology uses the following process to identify and remediate students deemed at risk.

Identification: The student is expected to be proactive and notify the instructor/coordinator if there are knowledge deficits. The instructor, clinical coordinator, or program director identifies the at-risk student through weekly faculty reports, exam grades, and advisory sessions. Mid-term deficiencies are formally provided to students who are performing below expectations. Students will meet with the course instructor and faculty advisor to discuss academic expectations and potential barriers to academic success.

Evaluation and Assessment: Identified students will be referred to their course instructor or program director for an assessment of root causes. Referrals to campus assistance programs may be recommended (Student Health, the Office of Student Affairs or other practitioners).

Plan Development: The course the student, and course instructor will design a remediation plan. Clear expectations will be documented and a contract for remediation developed. The Program Director will then review the contract with the course instructor and student, placing the contract in the student's program file. Depending on the action needed, a timeline will be initiated for review of student progress. If the student fails to complete the remediation plan in the allotted time, they can be required to repeat the course or possible academic dismissal.

Plan Implementation: The course instructor and student will receive a copy of the contract and begin remediation. The student will be informed of all available resources for remediation. If the student fails to complete the remediation plan in the allotted time, they can be required to repeat the course or possible academic dismissal.

Plan Development: Depending on the remediation needed, an assessment tool may be created to monitor the student's progress. The faculty instructor may collaborate in designing an appropriate method for this purpose. Documentation of compliance and mastery of the remediated knowledge will be placed in the student's file along with the remediation contract. All students must remediate exam failures (grades below 70%). The course instructor will be responsible for coordinating the remediation plan for any student.

Plan Completion
The student and faculty instructor will sign the remediation plan after completion.

COMPUTER USAGE

All students are expected to use Departmental, School, and Health Sciences Center computers and personal devices in a professional, respectful, and responsible manner. Misuse of technology may result in disciplinary action, including possible dismissal from the program.

Departmental Computers:

- Properly shut down or log off the computer when finished.
- Food and drinks are not permitted near computers.
- Do not change system settings, install, or download software without approval
- Use only if you have been trained on specialized equipment.
- Internet and email access are for academic and professional purposes only.
- Protect all systems from unauthorized access or data breaches (e.g., do not share login credentials).

Laptop and Tablet Use in Classrooms:

- Devices may only be used for course-related activities.

- Non-academic use (e.g., social media, texting, unrelated browsing, streaming) is prohibited during class.
- Recording, photographing, or distributing class content without instructor permission is strictly prohibited.
- Students who misuse devices may be asked to leave class, have device use restricted for future sessions, and/or be referred to the Program Director or Dean's Office for disciplinary action.

This policy is subject to revision at any time to reflect institutional guidelines, cybersecurity standards, and emerging technology practices.

ARTIFICIAL INTELLIGENCE

School of Allied Health Policy to be forthcoming.

ONLINE VIRTUAL COURSE ETIQUETTE

Students are expected to always behave in a professional and courteous manner when attending or participating in an online meeting, course, or event. Appropriate etiquette includes:

- Keeping the video camera on, unless otherwise allowed by the instructor
- Keeping the microphone on mute unless speaking
- Obtaining permission from the instructor in advance if there is a reasonable request to forgo use of audio or video modalities
- Create an environment or setting that is conducive to learning and listening; the environment should be free of excessive noise and visual distractors
- Refrain from eating on camera, unless otherwise allowed by the instructor
- Remaining engaged and participating in meeting/course activities and exchanges.

PROFESSIONAL MEETINGS

There are opportunities for students to attend professional meetings that occur in New Orleans, as well as in other national locations. These meetings provide opportunities to network with leading researchers and leaders in the profession. Students are also encouraged to present their research at these meetings. Students will be excused from classes to attend approved professional meetings.

COMPLAINTS

The Department of Communication Disorders takes seriously all complaints related to its academic and clinical programs, faculty, staff, or students. Complaints that fall outside the realm of formal academic due process (such as those from clinical supervisors, employers of graduates, or members of the public) are addressed through the procedures outlined below.

Filing a Complaint

Any individual who is dissatisfied with an experience or encounter involving the Department is encouraged to submit a written complaint. This may include concerns from students, faculty, clinical sites, employers of graduates, or the public.

There are two options for filing a complaint:
- Submit a written complaint directly to a faculty member, Program Director, or Department Head.
- Submit a complaint anonymously using the Department's **Compliments, Concerns, and Complaints Form**

All program-related complaints will be kept on file in the Department Head's office under "Program Complaints" for a period of five (5) years.

Complaint Resolution Procedures

1. Initial Review and Resolution

When possible, the Program Director (or Department Head if applicable) will discuss the complaint with the parties involved within 14 business days of receipt.

If resolved, a letter acknowledging the resolution will be filed with the complaint, and a copy provided to the complainant.

2. Escalation to the Dean

If the complainant is dissatisfied with the Program Director's resolution—or if the complaint is about the Program Director—a written complaint may be submitted to the Dean of the School of Allied Health Professions (SAHP).
The Dean may meet with each party separately and/or schedule a joint meeting to facilitate resolution.

A letter summarizing the outcome will be filed in the Department Head's office.

3. Further Institutional Appeal

If further action is warranted, the final internal level of appeal is to the Vice Chancellor of Academic Affairs or the Chancellor of LSU Health Sciences Center, depending on the nature of the complaint.

Due Process for Student Complaints

Students with academic or clinical complaints should follow this chain of communication:
1. Report concerns to your faculty advisor.
2. The advisor may suggest resolution strategies or forward the complaint to the Program Director or Department Head.
3. If the student prefers not to speak with their advisor, they may report the issue directly to a faculty member, the Program Director, or the Department Head.
4. Students may also submit concerns anonymously using the Compliments, Concerns, and Complaints Form via the QR code above.

Quality Improvement Forms

Complaints or concerns submitted through a **Compliments, Concerns and Complaints,** are reviewed by the Department Head/Program Director and then routed to the appropriate faculty or administrative party for resolution. The Department Head/Program Director will follow up to monitor the outcome and ensure timely action is taken.

Accreditation Complaints:
Any individual, including students, may file a complaint with the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) regarding an accredited program or a program in candidacy status that is believed to be in violation of the Standards for Accreditation. Information about the complaint process is available at: CAA Complaints.

Written complaints may also be submitted directly to:
Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850

STUDENT ATTIRE

Students are expected to maintain a neat, clean, and professional appearance at all times, reflecting the image of an audiologist and the standards of LSU Health Sciences Center. Clothing must fit properly, provide full coverage of the trunk region, and be free of holes, tears, or offensive wording (per CM 69).

> *"Under no circumstances may employees wear halter tops, strapless tops, spaghetti straps, tank tops, cropped tops, t-shirts, clothing with offensive wording, clothing that shows undergarments (sheer), torn clothing, or clothing with holes. All clothing must be clean, neat, and fit properly" (CM 69).*

Flip-flops, shorts, sundresses, jeans, sweatpants, revealing or sheer clothing, and visible distracting tattoos or non-traditional piercings are not permitted in clinical settings or areas where clients are present. White coats must be worn after the White Coat Ceremony, and students are strongly encouraged to wear the LSUHSC Audiology uniform for screenings or outreach events. If uncertain about the appropriateness of an outfit, students should consult their clinical supervisor and bring a change of clothing. Supervisors have the authority to address inappropriate attire and may require students to change before engaging in patient care.

ADDITIONAL PROGRAM REQUIRMENTS for STUDENT CONDUCT

In addition to the policies outlined by the SAHP Policies on Conduct, the Doctor of Audiology program requires adherence to all departmental standards, professional codes, and applicable laws.

Students will be reported to the Associate Dean for Academic Affairs for review and possible disciplinary action in cases that include, but are not limited to:

- Failure to maintain standards of academic integrity as defined by departmental policies.

- Failure to adhere to the American Speech-Language-Hearing Association (ASHA) or American Academy of Audiology (AAA) Code of Ethics.
- Failure to comply with the Health Insurance Portability and Accountability Act (HIPAA) guidelines.
- Failure to successfully pass the comprehensive examination following remediation as outlined by departmental policy.

These provisions are in addition to, and not in place of, the School's established policies and procedures regarding academic and professional conduct.

VERIFICATION OF STUDENT IDENTITY

In compliance with CAA Standard 4.10, the program adheres to institutional policies and procedures to ensure that the student who registers for a course or clinical practicum is the same student who participates in and completes the course or practicum and receives academic credit.

Verification Procedures:

- All students have at least one face-to-face interaction with program personnel, including their academic advisor, course instructor, clinic coordinator, or program director.
- Each student is issued a unique institutional identification number and a school-assigned email address (LSUHSC-NO).
- All course- and clinic-related communications, including Zoom invitations, will be sent exclusively to the student's LSUHSC-NO email address.
- Access to online courses and clinical practicums will require entry through a password-protected waiting room. Students will only be admitted after their identity is verified by the instructor or clinical supervisor.
- Students must have their video enabled during online courses and clinical sessions to allow visual confirmation of identity. Attendance and participation credit will only be granted if the student's video is active and identity can be confirmed.
- The same verification process applies to clinical practicum sessions. Zoom invitations will be sent only to students and clients with valid credentials. Clinical supervisors will verify both student and client identity before admitting them into the session.
- Clients and students must maintain video availability throughout the entire clinical session.

These procedures are consistently implemented and documented in accordance with institutional policy to ensure compliance with accreditation standards for distance education and clinical instruction.

PROGRAM EVALUATION

On a yearly basis, the department administers an exit survey for graduating students. The purpose of this survey is to obtain student feedback regarding the audiology program for continuous improvement of the program. Information is also obtained about various other entities that students interact with such as Student Health, Financial Affairs, etc. The program is also evaluated through alumni and employer surveys to assess the perceptions and evaluations of major aspects of the program. The program also examines student outcome measures. This information is an essential part of the reporting requirements placed on the university, school and program to maintain accreditation standards.

COURSE AND FACULTY EVALUATION

Students have the opportunity each semester to complete anonymous evaluations of their courses and instructors. Invitations and reminders are sent during the evaluation period. Your feedback is essential to ensure we maintain high-quality teaching and continually improve the program.

ABSENCES

As stated in the LSUHSC Catalog, "Students are expected to attend all scheduled appointments in each course. Determination of the number of absences which may be interpreted as excessive, rests with the Department, and is subject to approval by the Dean." Excessive absence, regardless of the cause thereof, may be construed as sufficient reason for considering a student as academically deficient. Promptness and attendance are mandatory for all classes and laboratory sessions. An absence occurs when a student misses all or part of any one scheduled class or lab session. Tardy means that the student arrives after the class or laboratory session has started. Attendance requirements are included on each course syllabi.

PERSONAL DAY

Students in Year 1-3 may apply to take ONE day of "personal leave" per semester. Leave requests may be denied if any tests, quizzes, projects, patient laboratories, student presentations, etc., are scheduled on the day for which leave is requested. Course Directors may also designate other specific class periods as "required." No personal leave may be taken on days when the student is assigned to a clinical site. The request must be submitted two days prior to the date request date. Submit requests here.

*This cannot be used during clinical days or during the one-month rotation.

EMPLOYMENT

The Doctor of Audiology program is academically and clinically demanding, requiring significant time and focus to ensure student success. While outside employment is not prohibited, students are encouraged to carefully consider whether work commitments may interfere with coursework, clinical responsibilities, or timely progression through the program. If faculty determine that outside employment is impacting academic or clinical performance, the program may recommend adjustments to ensure the student can meet all required competencies and maintain satisfactory progress. See LSUHSC Catalog/Bulletin 2025-2026.

SOCIAL MEDIA

The LSUHSC Doctor of Audiology Program does maintain a social media page. Policies regarding this are outlined in the School of Allied Health Professions Handbook. Please refer to the LSUHSC SAHP policy when engaging in social media and making any reference to the university or program. The policy can be located at SAHP Social Media.

EMAIL

EMAIL AND INTERNET Students are expected to check their LSUHSC email accounts at least once per day. Students should use this account for their communications with faculty and others in the university. This email goes through a secure server. All department email communication will be addressed to students' LSUHSC account

PRAXIS EXAMINATION

Students are required to take the PRAXIS prior to graduation. The students will take the exam during the Spring semester of their third year or during the fourth year. The scores must be submitted to the program director. The PRAXIS is administered by the Educational Testing Service (ETS).

LICENSURE and CERTIFICATION

After you have completed the Doctor of Audiology program, you may apply for state licensure and certification. Licensure is a legal requirement. Certification is voluntary and there are options. It is the student's responsibility to become informed and proactive about planning for desired certification and licensure options

LSUHSC SERVICES

Student Health

Office of Disability Services

Wellness Center

Campus Assistance Program (CAP)

Academic Performance Resources (APRIL)

Campus Safety

LSUHSC-NO police are available to escort students between the LSUHSC-NO buildings and student parking lots. However, students are asked to make arrangements ahead of time. For example, if you are studying late in the library and anticipate leaving at 10:00 p.m., call the escort number one half hour prior to the anticipated departure. An LSU Health Sciences Center police officer will escort you to and from your car upon request by calling the following number: (504) 568-8999.

LSUHSC POLICIES

Alcohol Policy

Compliance Program

This program was established in March 2002 to provide consistency in compliance with federal and state laws and regulations and the University's policies and procedures across all the University's schools and administrative areas.

Students are required to access the LSUHSC online compliance training website, https://lsuhsc.bridgeapp.com/learner/courses, and complete all modules in a timely manner. Failure to complete the compliance training modules can result in disciplinary action up to and including termination of enrollment.

FERPA

According to The Family Educational Rights and Privacy Act (FERPA), students have the right to review information from their academic record. Any student who wishes to review information from his/her educational file shall submit a written request to the custodian of student records in the appropriate office. The custodian shall, within 45 days, grant the request in writing by notifying the student of the time and place at which the record may be reviewed.

In the LSU SAHP, the custodian of student records is the Director of the Office of Student Affairs. For review of student departmental records, the department head is to be contacted. He/she will advise the student of the official custodian. The Registrar is to be contacted directly for educational records maintained in that office.

Freedom of Speech

HIPPA:

Title IX

Students who feel that they are a victim of power-based violence or Title IX misconduct may report directly to any responsible LSUHSC-NO employee or directly to the Title IX Coordinator.

Nondiscrimination Policy

LSUHSC-New Orleans does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

Student Rights and Responsibilities (CM-56)

Students are responsible for adhering to all policies/procedures, rules, regulations and other information listed in the General Section of the Catalog/Bulletin as well as the School of Allied Health Professions section of the Catalog/Bulletin. Please note that Student Responsibility is detailed under the Chancellor's Memorandum #56.

Substance Abuse Policy

Violence-Free workplace

SAHP STUDENT POLICIES and PROCEDURES

The LSUHSC School of Allied Health Professions has specific Student Conduct policies. The policies of the SAHP are presented in the LSU Health Sciences-New Orleans Center Catalog and the SAHP POLICY AND PROCEDURES RELATED TO STUDENT CONDUCT. Students are expected to be familiar with all this information and should pay particular attention to attendance, grading, dismissals, and scholastic requirements.

Grading Appeals

Student Conduct

Disciplinary Action

For a student who has engaged in cheating, plagiarism, unprofessional conduct, or other improper behavior occurring within or outside the confines of the teaching program, dismissal or other specified disciplinary action may be recommended after review by the Associate Dean for Academic Affairs and/or a committee convened by the Associate Dean for Academic Affairs for that purpose. (See SAHP Student Conduct.)

Academic Dismissal

If the core faculty concludes that a student should be dismissed because the student has failed to meet academic requirements satisfactorily, a recommendation for dismissal will be sent to the Dean of SAHP. Appeals must be initiated by the student within thirty days after the beginning of the next academic semester.

Medical/Sick Leave

A leave of absence for a short period (a number of days up to a week) may be granted to a student in good standing, subject to the discretion of the Dean, because of illness or other appropriate reason. Students taking short-term leave of absence of less than one week must make acceptable arrangements with the faculty involved for completion of course work and other assignments missed. Leave of absence of a longer duration may be granted students in good standing for reasons of a personal nature or to participate in a special program of research or other activity designed to augment the student's academic training. Specific arrangements must be made on an individual basis with the Dean and Program Director before beginning a leave of absence.

The University policy governing the processing of Leave of Absences are applicable and are described in the general information section of the university catalog and SAHP Handbook.

Withdrawal

Students are permitted to withdraw from the Doctor of Audiology Program at any time. If a student who has voluntarily withdrawn wishes to be considered for readmission to the program, he/she must file an application for readmission. This application will be considered with all other applicants in the applicant pool.

Readmission

Students who have voluntarily withdrawn or who have been dismissed from the Program may elect to apply for readmission as a new student in the general applicant pool.

OFFICE of the REGISTRAR

The Registrar's Office provides quality, timely, and exceptional services to the University community through the maintenance of academic records, courses & curricula management, academic calendars, institutional reporting, and the enforcement of academic policy.

OFFICE of STUDENT AFFAIRS

The primary goal of the Office of Student Affairs is to maintain academic student records beginning with the admissions process and concluding with the graduation process. For more information about the Office of Student Affairs, please see http://alliedhealth.lsuhsc.edu/Admin/studentaffairs.aspx

OFFICE of ACADEMIC AFFAIRS

The Office of Academic Affairs is responsible for a variety of areas including student academic accommodation, student emergency loans, student justice, student grade appeals and student conduct.

PROFESSIONAL ORGANIZATIONS AND ASSOCIATIONS

American Academy of Audiology AAA

11480 Commerce Park Drive
Suite 220
Reston, VA 20191
Telephone: 800-AAA-2336

American Speech-Language Hearing Association AHSA

2200 Research Blvd.
Rockville, Maryland 20852
Action Line: (800) 638-6868

Louisiana Academy of Audiology LAA

Louisiana Speech and Hearing Association: LSHA

Louisiana Board of Examiners for Speech-Language Pathology and Audiology
LBESPA is the state licensing Board for both speech-language pathologists and audiologists.
LBESPA

Towne Park Centre,
37283 Swamp Road, Suite 3B, Prairieville, LA 70769.
Phone (225) 313-6358
Fax (225) 313-6991.

CODE OF ETHICS

AMERICAN ACADEMY OF AUDIOLOGY: **Revised 2023**

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION (Revised 2023)

LBESPA

STUDENT ORGANIZATIONS

Student Academy of Audiology SAA
National Student Speech-Language-Hearing Association: NSSLHA

AUDIOLOGY HONOR SOCIETY

ALPAH UPSILON DELTA

ACKNOWLEDGEMENT OF HANDBOOK

I have read the *Audiology Handbook* of the LSUHSC-NO and the *School of Allied Health POLICY AND PROCEDURES RELATED TO STUDENT CONDUCT*, Louisiana State University Health Sciences Center and the Departmental Technical Standards. I understand and agree to abide by the regulations as stated.

_____ _____
Printed Name Date

_____ _____
Signature Date