



COMMONWEALTH UNIVERSITY

2026-2027 Doctorate of Audiology Handbook



Department of Rehabilitation Sciences

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WELCOME

Welcome to the Doctorate of Audiology (Au.D.) Program at Commonwealth University – Bloomsburg.

I am pleased that you have chosen to pursue your doctoral education with us and look forward to supporting your growth and development throughout your time in the program. This handbook has been developed for students enrolled in the Au.D. Program within the Department of Rehabilitation Sciences and serves as a guide to the academic, clinical, and professional expectations of the program.

The handbook provides an overview of program requirements and expectations, including information related to academic coursework, clinical education, graduation requirements, and professional credentialing (certification and licensure). Please note that a separate Clinic Handbook has been developed to provide detailed information regarding clinical policies, procedures, and expectations.

It is the responsibility of each student to become familiar with and comply with the policies and procedures outlined in this handbook. If you have questions regarding the content of this handbook or the Au.D. Program, please contact the Program Coordinator.

Best wishes for a successful and rewarding educational experience.

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I, _____ acknowledge that I have received a copy of the Doctorate of Audiology Handbook. I understand that I am responsible for knowing the content of this handbook including, but not limited to, the policies for academic retention and dismissal and the expectations for meeting ASHA standards including the necessary number of clinical clock hours.

Signature

Date

This form must be signed and uploaded to Calipso.

INTRODUCTION

Program Overview

The Doctor of Audiology (Au.D.) Program at Commonwealth University – Bloomsburg is a full-time professional doctoral program that prepares students for clinical practice in audiology. Through academic coursework, supervised clinical education, and professional development, students develop the knowledge and clinical skills necessary to provide evidence-based care for individuals with hearing and balance disorders across the lifespan.

Program Structure

The Au.D. curriculum is completed over four years and includes fall, spring, and summer semesters. Fall and spring semesters are 15 weeks in length, while the summer semester is typically 12 weeks and runs from May through August. Clinical education experiences are integrated throughout the program and culminate in a full-time fourth-year externship. During the third year of the program, students participate in supervised clinical practicum experiences while continuing academic coursework.

Student Responsibilities

Successful completion of the Au.D. Program requires a significant commitment to both academic and clinical training. In addition to scheduled classes and clinical assignments, students should anticipate spending substantial time outside of the classroom and clinic preparing for coursework, examinations, clinical responsibilities, and professional activities. These experiences are designed to help students acquire the knowledge, skills, and competencies required for professional practice, licensure, and program accreditation standards.

Although some students may choose to maintain part-time employment, successful completion of the Au.D. program should remain the student's primary focus. Students may also be required to participate in professional development activities, seminars, program events, and other educational experiences as part of their professional preparation.

Clinical Education

Clinical placements are assigned by program faculty based on educational objectives, site availability, student learning needs, and accreditation requirements. Students are expected to complete clinical experiences across a variety of settings and patient populations to promote the development of broad clinical competencies.

Third-year clinical practicum placements are designed to provide exposure to diverse clinical environments, diagnostic procedures, treatment approaches, patient populations, and professional practice models. To support this goal, students are not permitted to repeat third-year practicum placements.

During the third and fourth years of the program, students will complete off-campus clinical practicum and externship experiences at sites approved by program faculty. Students are responsible for arranging and providing their own transportation to and from all assigned clinical

placements. Clinical assignments require students to travel to the location and are considered an essential component of the professional training program.

Accreditation

The Doctorate of Audiology Program at Commonwealth University – Bloomsburg is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The program is committed to maintaining the academic and clinical standards required for accreditation and for preparation for professional certification and state licensure.

Doctorate of Audiology (Au.D.) Program of Study

The Doctorate of Audiology (Au.D.) Program at Commonwealth University – Bloomsburg is an 11-semester, 120-credit professional doctoral program that provides students with the depth and breadth of academic and clinical training necessary for entry-level practice as an audiologist.

Program-related information is available at the Commonwealth University website.

<https://www.commonwealthu.edu/academics/programs/audiology-aud>

Students who have interests in specific areas of audiology (e.g., intraoperative neurophysiologic monitoring [IONM], vestibular assessment, pediatrics, cochlear implants, educational audiology, tinnitus management, or other areas of practice) are encouraged to discuss these interests with their academic advisor and clinical supervisors early in the program. When feasible, these interests may be considered during the selection of third- and fourth-year clinical placements. Placement opportunities are based on site availability, educational objectives, and student readiness and cannot be guaranteed.

Students are encouraged to identify and communicate their areas of interest to program faculty. While the program cannot guarantee specific clinical experiences, faculty and staff will make reasonable efforts to assist students in identifying educational, clinical, and professional development opportunities that align with their interests. Opportunities are dependent upon available resources, available clinical placement opportunities, and the student's demonstrated knowledge, skills, and professional readiness.

Recommended Course Sequence:

First Year – Fall

- CMSD 600 – Diagnostic Audiology I
- CMSD 603 – Internship: Clinical Audiology I
- CMSD 604 – Hearing Aids Theory & Technology
- CMSD 650 – Intro to IONM

First Year – Spring

- CMSD 602 – Hearing Science
- CMSD 605 – Diagnostic Audiology II
- CMSD 607 – Internship: Clinical Audiology II
- CMSD 639 – Evaluation & Management of Balance Disorders I

First Year – Summer

- CMSD 609 – Theoretical & Clinical Masking
- CMSD 610 – Auditory Problems in Children
- CMSD 611 – Internship: Clinical Audiology III
- CMSD 682 – Research in Audiology

Second Year – Fall

- CMSD 621 – Pharmacology for Audiologists
- CMSD 623 – Internship: Clinical Audiology IV

CMSD 625 – Clinical Neuroanatomy for Audiologists
CMSD 649 – Evaluation & Management of Balance Disorders II

Second Year – Spring

CMSD 624 – Hearing Aids: Clinical Considerations & Fitting Practices
CMSD 626 – Internship: Clinical Audiology V
CMSD 631 – Neuroscience for Audiologists
CMSD 635 – Clinical & Physiological Methods in Audiology

Second Year – Summer

CMSD 608 – Evaluation & Treatment of Tinnitus
CMSD 627 – Central Auditory Processing Disorders
CMSD 629 – Perspectives & Interpersonal Implications of Aural
Habilitation/Rehabilitation
CMSD 630 – Internship: Clinical Audiology VI

Third Year – Fall

CMSD 622 – Aural (Re)Habilitation: Child
CMSD 643 – Hearing Conversation
CMSD 637 – Medical Audiology
CMSD 638 – Clinical Externship/Residency I

Third Year – Spring

CMSD 606 – Instrumentation and Electronics in Audiology
CMSD 601 – Aural Rehabilitation for Adults
CMSD 640 – Auditory Implantable Devices
CMSD 642 – Clinical Externship/Residency II

Third Year – Summer

CMSD 628 – Geriatric Audiology
CMSD 636 – Professional Ethics & Cultural Diversity
CMSD 644 – Issues & Perspectives in Audiological Practices
CMSD 646 – Clinical Externship/Residency III

Fourth Year – Fall

CMSD 647 – Clinical Externship/Residency IV

Fourth Year – Spring

CMSD 648 – Clinical Externship/Residency V

Au.D. Timeline and Program Requirements

Fall – Year 1

- Attend clinic orientation and participate in the required clinical shadowing experiences.
- Complete the University's Infection Control Training, HIPAA Training, and FERPA Training.
- Obtain a clinic identification badge.
- Obtain professional liability insurance for clinical experiences.
- Upload documentation of all required clearances and health requirements to CALIPSO and maintain original copies.
- Review and become familiar with the clinic operations manual.
- Verify that all prerequisite coursework and required admissions documentation have been completed.
- Enter clinical clock hours into CALIPSO each week.
- Meet with your graduate advisor for advisement and KASA review.
- Maintain the academic, clinical, and professional standards outlined in the Au.D. Program Retention and Progression Policy.
- Students are encouraged to participate in professional organizations (e.g., SAA, PAA, AAA, ASHA).
- Successfully complete all course requirements.

Spring – Year 1

- Meet with your graduate advisor for advisement and KASA review.
- Enter clinical clock hours into CALIPSO each week.
- Maintain the academic, clinical, and professional standards outlined in the Au.D. Program Retention and Progression Policy.
- Successfully complete all course requirements.

Summer – Year 1

- Successfully complete the summer clinical audiology internship.
- Successfully complete the required clinical competency examinations.
- If needed, meet with your graduate advisor for advisement and KASA review.
- Enter clinical clock hours into CALIPSO each week.
- Maintain the academic, clinical, and professional standards outlined in the Au.D. Program Retention and Progression Policy.
- Successfully complete all course requirements.

Fall – Year 2

- Renew professional liability insurance.
- Meet with your graduate advisor for advisement and KASA review.
- Enter clinical clock hours into CALIPSO each week.
- Maintain the academic, clinical, and professional standards outlined in the Au.D. Program Retention and Progression Policy.
- Successfully complete all course requirements.

Spring – Year 2

- Meet with your graduate advisor for advisement and KASA review.
- Enter clinical clock hours into CALIPSO each week.
- Maintain the academic, clinical, and professional standards outlined in the Au.D. Program Retention and Progression Policy.
- Successfully complete all course requirements.

Summer – Year 2

- Successfully complete the summer clinical audiology internship.
- Successfully complete the required clinical competency examinations.
- If needed, meet with your graduate advisor for advisement and KASA review.
- Begin planning for third-year clinical placements (refer to the Third-Year Clinical Residency Handbook).
- Fulfill all immunization, health, and site-specific requirements for third-year placements.
- Enter clinical clock hours into CALIPSO each week.
- Maintain the academic, clinical, and professional standards outlined in the Au.D. Program Retention and Progression Policy.
- Successfully complete all course requirements.
- Participate in the white coat ceremony.

Fall – Year 3

- Meet with your graduate advisor for advisement, KASA review, and clinical hour monitoring.
- Obtain and review the Third-Year Clinical Residency Handbook.
- Attend classes and comply with the third-year placement calendar and attendance requirements.
- Complete all required site-specific clearances, screenings, health requirements, and upload copies to CALIPSO.
- Submit fourth-year residency site requests by the published deadline.
- Enter clinical clock hours into CALIPSO each week.

- Ensure all required residency documentation is completed and submitted.
- Maintain the academic, clinical, and professional standards outlined in the Au.D. Program Retention and Progression Policy.
- Successfully complete all course requirements.
- Attend clinical placements through the final scheduled day of the semester.

Spring – Year 3

- Meet with your graduate advisor for advisement, KASA review, and clinical hour monitoring.
- Attend classes and comply with the third-year placement calendar and attendance requirements.
- Complete all required site-specific clearances, screenings, and health requirements.
- Enter clinical clock hours into CALIPSO each week.
- Maintain the academic, clinical, and professional standards outlined in the Au.D. Program Retention and Progression Policy.
- Successfully complete all course requirements.
- Attend clinical placements through the final scheduled day of the semester.

Summer – Year 3

- If needed, meet with your graduate advisor for advisement and KASA review.
- Attend classes and comply with the third-year placement calendar and attendance requirements.
- Complete all required site-specific clearances, screenings, and health requirements.
- Enter clinical clock hours into CALIPSO each week and ensure weekly supervisor approval.
- Register for and complete the Praxis Examination in Audiology (typically September/October) as required for state licensure and for students seeking ASHA and/or ABA certification.
- Verify your mailing address in the University's student information system.
- Maintain the academic, clinical, and professional standards outlined in the Au.D. Program Retention and Progression Policy.
- Successfully complete all course requirements.

Spring – Year 4

- Complete the Praxis Examination in Audiology (if not previously completed).
- Verify your mailing address in the University's student information system.
- Apply for graduation through Banner by the published deadline.
- Meet with your graduate advisor for final KASA review and clinical hour verification.
- Enter clinical clock hours into CALIPSO each week until completion of the residency.

- Maintain the academic, clinical, and professional standards outlined in the Au.D. Program Retention and Progression Policy.
- Attend commencement.
- Download and retain all CALIPSO records for future licensure, certification, and employment purposes.

Doctorate of Audiology Graduation Requirements

To be eligible for the Doctor of Audiology (Au.D.) degree, candidates must remain in good academic standing and successfully complete all program requirements, including the required academic coursework, clinical education, clinical competency examinations, and credit hours.

Credit Hour Requirement:

Successfully complete the 120-credit Doctor of Audiology curriculum.

Academic Requirements:

Maintain a minimum cumulative grade point average (GPA) of 3.0, in accordance with Commonwealth University Graduate School academic policies.

Earn a **minimum course grade of 80% (B-)** in all required Au.D. coursework. This minimum course grade demonstrates the knowledge and skills necessary for successful progression through the Au.D. curriculum.

Clinical Competency Requirements:

The Au.D. program utilizes a competency-based clinical education model through the first- and second-year summer clinical audiology internship courses to develop and assess students' clinical knowledge, reasoning, and technical skills.

- Additional information regarding the Clinical Competency Examinations, including examination procedures, performance expectations, remediation, and progression policies, is provided in the **Au.D. Clinical Competency Examinations** section of this handbook.

Licensure and Certifications:

Commonwealth University – Bloomsburg does not issue state licenses or professional certifications in audiology. It is the responsibility of each student and graduate to verify and satisfy all requirements for state licensure, professional certification, and any other credentials required for practice in the jurisdiction in which they intend to seek employment.

PERFORMANCE STANDARDS FOR ADMISSION & PROGRESSION

Students enrolled in the Doctorate of Audiology Program at Commonwealth University – Bloomsburg must possess the necessary skills to provide competent clinical services to individuals with hearing and vestibular/balance disorders. They must be able to provide services in a wide variety of settings with diverse client populations across the lifespan. Students must meet these standards to qualify for and progress in the program. Reasonable accommodations will be provided to those students with disabilities to allow these individuals to meet these standards and ensure they are not excluded from participation, or otherwise subjected to discrimination in this program. It is the individual's responsibility to inform the faculty and staff of the appropriate modification/ accommodation needed as soon as possible. Any delay on the student's part in informing the faculty and staff of how to accommodate the student's needs will not exempt the individual from meeting the required standards of the program.

The core performance standards for this program are identified below along with examples of these standards. These examples are not inclusive of all expected abilities and should be used only for simple comparative purposes by students currently enrolled in this program.

Students Requesting Academic and/or Access Accommodations

Commonwealth University is committed to providing equitable access to educational experiences, campus facilities, and university related opportunities for all students. Disability Services supports these requests for accommodations under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. If you have or believe that you have a disability, please contact the office, which is located in:

- Bloomsburg Campus - Warren Student Services Room 043, or call 570-389-4491 for an appointment to discuss your requests

It is recommended that students contact the Disability Services office during the first two weeks of classes or immediately upon diagnosis to ensure accommodations are met in an efficient, appropriate, and timely manner for the best student learning outcome. Upon qualification, the disability professional will provide an accommodation letter to the professor for the identification of academic or accessibility adjustments. You must contact the Disability Services office to renew accommodation letters at the start of each semester.

English Language Proficiency

Students whose native language is not English or who completed their studies in non-English speaking institution or country are required to submit proof of English language proficiency. More information is available at <https://www.commonwealthu.edu/admissions/how-to-apply/international-students>.

ISSUE	STANDARD	EXAMPLES (NOT INCLUSIVE)
Critical Thinking	Critical thinking sufficient for clinical judgment and reasoning.	• Competent, accurate assessment of clients • Correct interpretation of assessment data • Development of appropriate intervention goals and objectives • Design of effective intervention activities • Evaluation of intervention outcomes • Modification of planned interventions
Cognitive	Ongoing capacity to learn new knowledge and skills of prevention, assessment, and intervention.	• Acquire new knowledge and skills related to prevention, assessment, and intervention • Apply new knowledge and skills related to best practices in audiology • Apply evidence-based practice to service delivery
Interpersonal	Interpersonal abilities sufficient to interact with clients, families, and professionals from a variety of social, cultural, ethnic, and linguistic backgrounds.	• Establish rapport and relate effectively with clients, families, and other professionals • Work effectively with clients across the life span • Work effectively with clients and families from diverse populations
Communication	Communication abilities sufficient for professional interactions in oral and written forms.	• Follow verbal and written instructions • Communicate effectively with clients and families from culturally and linguistically diverse populations • Communicate effectively with other professionals and colleagues • Consult with other professionals and colleagues in a professional manner • Communicate clearly and effectively in writing
Mobility	Physical abilities sufficient to provide competent services.	• Physically assist, position, maneuver, transport clients during assessment and intervention
Motor Skills	Gross and fine motor abilities sufficient to provide competent services.	• Manipulate assessment and intervention materials and supplies • Operate equipment, computers, instrumentation, and assistive technology • Document services through data collection, writing, or typing
Visual	Visual ability sufficient to provide competent services.	• Ability to read reports, progress notes, graphs, and related documentation • Ability to accurately read data recordings from instrumentation
Hearing	Auditory ability sufficient to provide competent services.	• Ability to hear and discriminate speech of others • Understand mechanically reproduced voice output (e.g., augmentative communication devices, computer software programs)
Personal Behaviors	Maintains personal behaviors consistent with the ASHA Code of Ethics, State Licensure Board, and the Professional Educators Code of Conduct, Clinic Policies and Procedures.	• Demonstrates personal responsibility, accountability, integrity, and honesty • Demonstrates respect for all clients and their families • Avoids behavior inconsistent with professional standards • Does not allow personal issues to interfere with service delivery • Abides by ethical codes of conduct

ESSENTIAL FUNCTIONS FOR DOCTORATE OF AUDIOLOGY STUDENTS

Scholarship/Academic:

- Independent learning
- Oral skills
- Writing skills
- Problem solving
- Knowledge base
- Utilization of resources
- Poster sessions
- Contributing to discussions
- Classroom participation
- Research skills
- Accepts feedback
- Uses and generalizes feedback
- Appropriate preparation
- Manages time
- Meets deadlines
- Respects professors/classmates
- Adheres to Academic Policies and Expectations
- Seeks appropriate assistance
- Accountability

Personal:

- Manages time
- Meets deadlines
- Manages stress
- Grooming/Hygiene
- Affect
- Initiative
- Assumes responsibility
- Emotional maturity
- Respects faculty/staff/students
- Accepts feedback

Interpersonal:

- Leadership
- Cooperation
- Relates well to others
- Commitment

Professional:

- Ethical behavior
- Professional service/behavior
- Participation in professional organizations
- Professional attire

Clinical:

- Accepts feedback
- Uses and generalizes feedback
- Applies academic information
- Flexibility in changing situations
- Team collaboration
- Manages time
- Meets deadlines
- Respects clients/faculty/staff/students
- Follows clinic policies and procedures
- Preparation
- Seeks assistance when needed
- Respect for clinical setting/property
- Accountability
- Documentation
- Original contributions to client
- Know boundaries
- Researches, diagnoses, evaluates, and treats
- Professional attire

Students who demonstrate a flagrant or repeated inability to adhere to the above expectations may be recommended for dismissal from the Au.D. program.

PROFESSIONALISM

Audiology is a professional discipline. Professions require certain behaviors of their practitioners. Professional behaviors, which may or may not directly involve other people, have to do with professional tasks and responsibilities, with the individuals served by the profession and with relations with other professionals. Included among professional tasks are education and training. The following conveys expectations about the behaviors of those who seek to join this profession.

1. You show up.
2. You show up on time.
3. You show up prepared.
4. You show up in a frame of mind appropriate to the professional task.
5. You show up properly attired.
6. You accept the idea that “on time,” “prepared,” “appropriate,” and “properly” are defined by the situations, by the nature of the task, or by another person.
7. You accept that your first duty is to the ultimate welfare of the persons served by your profession, and that “ultimate welfare” is a complex mix of desires, wants, needs, abilities and capacities.
8. You recognize that professional duties and situations are about completing tasks and about solving problems in ways that benefit others, either immediately or in the long term. They are not about you. When you are called upon to behave as a professional, you are not the patient, the customer, the star, or the victim.
9. You place the importance of professional duties, tasks, and problem solving above your own convenience.
10. You strive to work effectively with others for the benefit of the person served. This means you pursue professional duties, tasks and problem solving in ways that make it easier (not harder) for others to accomplish their work.
11. You properly credit others for their work.
12. You sign your work.
13. You take responsibility for your actions, your reactions, and your inaction. This means you do not avoid responsibility by offering excuses, by blaming others, by emotional displays, or by helplessness.

14. You do not accept professional duties or tasks for which you are personally or professionally unprepared. You do what you say you will do. By the time you said you would do it. To the extent you said you would do it. And to the degree of quality you said you would do it.
16. You take active responsibility for expanding the limits of your knowledge, understanding, and skill.
17. You vigorously seek and tell the truth, including those truths that may be less than flattering to you.
18. You accept direction (including correction) from those who are more knowledgeable or more experienced. You provide direction (including correction) to those who are less knowledgeable or less experienced.
19. You value the resources required to perform professional duties, tasks, and problem solving, including your time and that of others.
20. You accord respect to the values, interests, and opinions of others that may differ from your own, as long as they are not objectively harmful to the persons served.
21. You accept the fact that others may establish objectives for you. While you may not always agree with those goals, or may not fully understand them, you will pursue them as long as they are not objectively harmful to the persons served.
22. When you attempt a task for the second time, you seek to do it better than you did it the first time. You revise the ways you approach professional duties, tasks, and problem solving in consideration of peer judgments of best practices.
23. You accept the imperfections of the world in ways that do not compromise the interests of those you serve, or your own pursuit of excellence.
24. You base your opinions, actions, and relations with others upon sound empirical evidence, and upon examined personal values consistent with the above.
25. You expect all of the above from other professionals.

Chial, M. (1998). Conveying expectations about professional behavior. *Audiology Today*, 10(4), 25.

Au.D. CLINICAL AND ACADEMIC KNOWLEDGE AND SKILLS ASSESSMENT (KASA)

Students will have regular opportunities to assess their progress in acquiring the academic knowledge and clinical skills required by the Au.D. program and the Council on Academic Accreditation (CAA) standards. Students may review their KASA competencies in CALIPSO at any time and will review their progress each semester with their academic advisor during advising meetings.

Course instructors are responsible for determining whether students have successfully achieved the knowledge and skills associated with each course and for updating KASA competencies in CALIPSO at the conclusion of the semester. Students who do not demonstrate the required knowledge or skills may be required to complete remediation in accordance with program policies.

KASA competencies, competency examinations, clinical evaluations, course performance, and other summative assessments are used to document student achievement of the academic and clinical competencies required for successful progression through the Au.D. program. Because licensure and certification requirements may vary by jurisdiction and credentialing body, students are responsible for verifying and meeting any additional requirements beyond those established by the program.

Au.D. PROGRAM RETENTION AND PROGRESSION POLICY

Due to the professional responsibilities of audiologists, students enrolled in the Doctor of Audiology (Au.D.) program are expected to maintain the highest academic, clinical, and professional standards. Progression through the curriculum is based on successful achievement of both Commonwealth University Graduate Academic Policies and the additional progression requirements established by the Au.D. program.

University Graduate Academic Standing

Students must remain in good academic standing in accordance with current Commonwealth University Graduate Academic Policies. These policies govern graduate academic standing, course repetition, dismissal, and degree completion. Students are responsible for becoming familiar with and adhering to these policies.

Au.D. Program Progression Requirements

In addition to meeting Commonwealth University Graduate Academic Policies, students must:

- Maintain a cumulative graduate GPA of 3.0 or higher.
- Earn a minimum course grade of 80% (B-) in all required Au.D. courses.
- Successfully complete all required clinical competency examinations, which are administered as part of the first- and second-year summer clinical audiology internship courses.
- Demonstrate the academic knowledge, clinical competence, and professional behaviors required for progression through the curriculum.

Students who earn less than the required minimum course grade or demonstrate deficiencies in academic performance, clinical competence, or professional behavior may be required to complete a remediation plan in accordance with program policies. Successful completion of a remediation plan does not automatically guarantee progression in the program.

If remediation is unsuccessful, or if a student is unable to demonstrate the competencies required for safe and effective clinical practice, the Au.D. faculty will review the student's academic and clinical performance and determine the appropriate course of action. Depending on the circumstances, outcomes may include additional remediation, delayed clinical progression, course repetition, or a recommendation for dismissal from the program in accordance with Commonwealth University Graduate Academic Policies.

Course repetition and progression decisions are governed by Commonwealth University Graduate Academic Policies and the Au.D. program's progression requirements. Students experiencing academic or clinical difficulty must meet with their academic advisor and Program Coordinator to develop an appropriate plan for academic progression. Modifications to a student's plan of study may extend the time required to complete the program.

Department Assessment, Evaluation, and Remediation Process

Purpose

The purpose of remediation is to identify and address deficiencies in academic knowledge, clinical skills, or professional behaviors as early as possible to promote student success and progression through the Au.D. curriculum.

Rationale

The Au.D. program utilizes a competency-based educational model. Students who do not demonstrate the knowledge, clinical skills, or professional behaviors required for progression may require additional support to achieve the competencies necessary for entry-level clinical practice.

Implementation

Remediation is intended to provide individualized support for students experiencing academic or clinical difficulty. Students are expected to actively participate in the remediation process, complete all assigned activities, and demonstrate improvement in the identified areas. Failure to successfully complete a remediation plan may result in additional review by the Au.D. faculty and may affect progression in the program in accordance with Commonwealth University Graduate Academic Policies.

Assessment and Remediation Procedures:

1. Faculty will utilize both formative and summative assessments throughout each course to evaluate student progress toward the academic knowledge, clinical competencies, and professional behaviors required by the program.
2. Students experiencing difficulty in meeting course objectives will be notified by the course instructor as early as feasible, typically no later than mid-semester, to discuss performance concerns and identify strategies for improvement.
3. When warranted, the course instructor will develop a written remediation plan in collaboration with the student. The remediation plan will identify the area(s) of deficiency, expected outcomes, required remediation activities, methods of reassessment, and timelines for completion. The Program Coordinator and, when applicable, the Director of Clinical Education will be notified of formal remediation plans. Documentation of clinical remediation will be maintained in CALIPSO.
4. **Remediation activities may include, but are not limited to:**
 - Additional assigned readings or learning activities;
 - Written assignments or case studies;
 - Skills practice or simulation;
 - Additional laboratory or clinical experiences;
 - Oral or written assessments;
 - Demonstration of competency through reassessment; or
 - Other educational activities determined appropriate by the course instructor.
5. Successful remediation requires the student to demonstrate the required academic knowledge, clinical skills, or professional behaviors identified in the remediation plan. If the identified competencies are achieved, the appropriate competency documentation

(e.g., KASA, clinical evaluation, or competency assessment) will be updated as applicable. If remediation is unsuccessful, the student's academic and clinical performance will be reviewed by the Au.D. faculty to determine appropriate action in accordance with the program's Retention and Progression Policy.

REMEDIATION PLAN DEVELOPMENT FORM

Formal Remediation Plan Development: _____
Meeting date: _____ **Level: (Circle one) Course Program**
Present: _____

Identified Concern:

Knowledge and Skills Requiring Remediation:

Supportive Evidence for Need for Remediation:

Prior Results from Formative Assessment:

Plan for Corrective Action:

Time Frame:
 Outcomes:
 Next Review Date:

PROCEDURES FOR PROGRAM DISMISSAL

The Au.D. program is committed to supporting student success through academic advising, ongoing assessment, and remediation. Students are expected to demonstrate the academic achievement, clinical competence, professional behavior, and ethical conduct necessary for progression through the program and entry into the profession.

A recommendation for dismissal from the Au.D. program may be made when a student:

- Fails to meet the academic progression requirements established by the Au.D. program and Commonwealth University Graduate Academic Policies.
- Fails to demonstrate the knowledge, clinical skills, or professional competencies required for safe and effective clinical practice.
- Does not meet the Department's Performance Standards for Admission and Progression (PSAP).
- Fails to successfully complete required remediation.
- Violates the Commonwealth University Academic Integrity Policy or Student Code of Conduct.
- Engages in conduct inconsistent with the ethical and professional standards expected of audiologists or that may affect eligibility for clinical placement, licensure, or certification.

Recommendations for dismissal related to academic performance or clinical progression are made by the Au.D. faculty in accordance with program and University policies. Alleged violations of the Student Code of Conduct or Academic Integrity Policy are addressed through the appropriate University procedures.

Recommendation for Program Dismissal

1. Concerns regarding a student's academic performance, clinical competence, professional behavior, or ability to meet the program's progression standards may be reported by faculty, clinical supervisors, or other individuals involved in the student's education. Clinical concerns should be directed to the course instructor, Director of Clinical Education, or Program Coordinator for review.
2. When appropriate, reasonable remediation efforts will be implemented before dismissal proceedings are initiated. Immediate action may be recommended when concerns involve patient safety, serious professional misconduct, or other significant violations of program or university standards.
3. If the faculty determine that dismissal should be considered, the initiating faculty member(s) will notify the student, Department Chairperson, and program faculty in writing of the intent to recommend dismissal. The notification will identify the academic, clinical, and/or professional standards that have not been met.
4. The initiating faculty member(s) will compile documentation supporting the recommendation, including academic performance, clinical evaluations, competency assessments, professional behavior concerns, remediation efforts, and any other relevant documentation.

5. The student will have the opportunity to submit written documentation or other relevant information in response to the recommendation within the timeframe established by the Department Chairperson.
6. The Department Chairperson will convene a meeting of the program faculty to review all submitted documentation. The student will be provided an opportunity to respond to the concerns and may be accompanied by a representative consistent with university policy.
7. Following review of all documentation, the program faculty will make a recommendation regarding the student's continued enrollment in the Au.D. program. The recommendation will be based on the student's academic performance, clinical competence, professional behavior, remediation history, and ability to meet program progression requirements.
8. The Department Chairperson will notify the student in writing of the faculty's recommendation. Students may appeal a recommendation for dismissal or final dismissal decision in accordance with current Commonwealth University Graduate Academic Policies and applicable university appeal procedures.

Au.D. GRADUATE ADVISEMENT

Frequency: Each semester, students will meet individually with the Doctorate of Audiology Graduate Program Coordinator typically around mid-semester, to review academic and clinical progress. Additional advising meetings may be scheduled as needed to address student concerns, monitor progress, and support successful completion of program requirements.

Documentation: Academic and clinical advising notes will be documented and maintained in CALIPSO as part of the student's educational record.

Topics for discussion during advising:

1. Course registration
2. Library and clinic resources and tools
3. Licensure and certification requirement
4. FERPA, HIPAA, Infection Control
5. Academic probation (GPA < 3.00), course repeat, remediation
6. Program's academic or clinic requirements and progress, KASA, CALIPSO
7. Questions/concerns about currently enrolled courses, class registration for next semester, policies, and procedures
8. Language proficiency
9. Professionalism
10. Professional goals
11. Received, read, and agree with the graduate student handbook, clinical handbook

Comply with university policies and procedures.

University Policies

Students are responsible for complying with all applicable Commonwealth University policies, procedures, standards, and guidelines. The most current versions of all university policies can be found on the Commonwealth University Policies, Procedures, Standards, and Guidelines website.

The following policies are particularly relevant to students enrolled in the Doctorate of Audiology (Au.D.) Program:

- a. **CU Policy 1-21**– Student Disruptive Behavior Policy
- b. **PRP 3407** – Student Responsibility
- c. **CU Policy 1-23** – Attendance Policy
- d. **PRP 4802** – Student Code of Conduct and Judicial Process
- e. **PRP 3408** – Student Use of University Assigned Email Accounts
- f. **PRP 3463** – Graduate Admissions, Withdrawal, Course Repeat, Transfers, and Graduation Requirements
- g. **PRP 2412** – Mandatory Reporting of Child Abuse
- h. **CU Policy 1-24** – Academic Grievance Procedure
- i. **PRP 4862** – Student Non-Academic Grievance Policy
- j. **PRP 2060** – Americans with Disabilities
- k. **PRP 4789** – Harassment and Discrimination Policy

Students should consult the Commonwealth University Policies, Procedures, Standards, and Guidelines website for the most current versions of these and other applicable university policies:

<https://www.commonwealthu.edu/about/university-senate-governance/policies-and-procedures>

CLINICAL PRACTICE REQUIREMENTS

CLEARANCES

The Commonwealth University Bloomsburg Speech, Language, and Hearing clinic is a medical clinic licensed by the state of Pennsylvania. Therefore, we must adhere to regulations regarding clearances for our students and staff. Because you will be interacting with minors and elderly clients, you are legally required by Pennsylvania state law and health system mandates to secure multiple background clearances and medical health records before beginning your clinical rotations in the clinic. All documentation must be uploaded to Calipso by the second day of the Fall semester. Instructions for uploading documents to your Calipso account will be provided at orientation on the first day of classes.

Section 1: FBI Fingerprinting

All students require the PA Dept of Human Services – Employee Contact with Children clearance. Students who do not reside in PA or who have not resided in PA for the last two consecutive years (no breaks in residency) must also complete the clearance for the PA Dept of Aging. Pennsylvania state agency databases do not share records. You cannot substitute one clearance for another. If you have lived in PA for the last two consecutive years (no break in residency) you do not require the PA Department of Aging clearance, but instead will need to submit the Pennsylvania Residency Disclosure Affidavit. You must obtain the clearances through the official vendor, [IdentoGO Pennsylvania Portal](#).

1. **PA Department of Human Services – Employee Contact with Children** (Required for all students)
 - Service Code: **1KG756**
 - Fee: \$24.95
2. **PA Department of Aging** – (Required for non-PA residents only; or those who have not lived in PA for the last 2 years consecutively)
 - Service Code: **1KG8RJ**

Section 2: Step-by-Step Fingerprint Registration Instructions

If You Are Accessing a Fingerprint Site Within Pennsylvania:

1. Go to [identogo.com](https://www.identogo.com).
2. Enter your first code (1KG756) and click **Go**. Select **Schedule or Manage Appointment** and fill out your information.
3. Select a location, date, and time. Save or print your confirmation screen with your **Universal Enrollment ID (UEID)**.
4. Return to the IdentoGO homepage, enter your second code if required (1KG8RJ), and repeat the registration process.

5. **Tip:** Choose the exact same fingerprinting facility and pick a time slot immediately following your first appointment (e.g., 10:00 AM and 10:15 AM).
6. Additional Information:
 - a. An email will be received with the results upon completion of the fingerprints.
 - b. **THIS EMAIL CAN ONLY BE VIEWED ONCE**, therefore, it is critical you verify the file is saved to your computer, it is able to be viewed, and printed **PRIOR** to exiting.
 - c. The email may go to your junk mail, so monitor that mailbox as well.
 - d. The email subject will be "PAsafeCheck status@dev.pasafecheckidentogo.com".
 - e. If you do not provide the appropriate documentation, you will be required to complete the fingerprinting process a second time.
7. Take a valid government-issued photo ID and a credit/debit card to pay both fees at the site. You will also need a printed copy of the results that were sent via email. The technician will take your prints once but will process them under both distinct tracking transactions.

If You Are Out-of-State and Cannot Travel to PA Before the Semester:

- **Option A (Live Scan):** Enter your out-of-state zip code during online registration. If an out-of-state IdentoGO enrollment center is available near you, you can book an electronic fingerprint appointment there. *(Note: Out-of-state sites charge an additional \$39–\$45 convenience fee).*
- **Option B (Mail-In Paper Cards):** If no site is near you, choose "Submit a Fingerprint Card by Mail" during online registration and pay online. You must visit a local law enforcement agency to have your ink prints rolled onto **two separate physical FBI FD-258 fingerprint cards** (one card per code) and mail them to the IdentoGO cardscan address provided on your registration receipt.

Section 3. Pennsylvania State Criminal Record Check (Act 34)

1. Pennsylvania State Criminal Record Check (Act 34)

- a. Steps:
 - i. Go to <https://epatch.pa.gov/home>
 - ii. Click "Submit a New Record Check"
 - iii. Accept the Terms and Conditions
 - iv. Select "Individual Request" and then "Continue"
 - v. Fill Out the Information
 1. **YOU MUST CHOOSE EMPLOYMENT.**
 2. **DO NOT** choose "volunteer".
- b. Additional Information:
 - i. This can be printed out immediately.

Section 4. PA Child Abuse History Clearance

- a. Steps:
 - ii. Go to <https://www.compass.state.pa.us/cwis/public/home>
 - iii. Create an individual account
 - iv. Choose the **School Employee Governed by Public School Code**

1. Apply as a school employee who is required to obtain background checks pursuant to Section 111 of the Public School Code
 - v. Pay online (similar to the Pennsylvania Criminal Record Check)
- b. Additional Information:
 - vi. Approximately a **week** after you submit the online form and pay, you will be able to access and print the certification from the website.

Section 5. Mandated Reporter of Child Abuse Training

Audiologists are designated as mandated reporters of abuse. Prior to any patient contact, you must complete the Mandated Reporter of Child Abuse Training and submit a copy of the completion certificate to the department.

- a. Steps:
 - i. Go to <https://www.reportabusepa.pitt.edu/PublicStudentSignUp.aspx>
 - ii. Fill in the required information and click “Submit”
 - iii. Complete the Training
 - iv. Print the certificate upon completion of the training and upload a copy to Calipso.

Section 6. Mandatory Medical & Immunization Requirements

In addition to criminal clearances, our clinic requires full proof of immunity. Schedule appointments with your healthcare provider or student health services as soon as possible to secure the following if you have not already had these immunizations. All documentation should be uploaded to Calipso by the second day of the Fall semester.

1. **TB (Tuberculosis) Test:** Must be completed **within 30 days of the start of the semester**. This can be a 1-step skin test or an IGRA blood test (QuantiFERON/T-SPOT).
2. **Tetanus Booster (Tdap/Td):** Must have been administered **within the past 10 years**.
3. **Varicella (Chickenpox):** Proof of a **2-dose vaccine series** OR a positive blood titer report confirming immunity.
4. **Hepatitis B:** Proof of the full **series of 3 doses** OR a positive surface antibody titer report confirming immunity.
5. **MMR (Measles, Mumps, Rubella):** Documentation of your vaccine records or positive blood titers.
6. **Polio:** Official childhood/young adult documentation verifying these standard series completions.

Note on Vaccine Exemptions: While the university recognizes medical, religious, and philosophical waivers for standard coursework, independent clinical facilities and school districts reserve the right to reject these waivers for frontline practitioners. If a site denies you entry based on your vaccination status, the program cannot guarantee an alternative placement, which may prevent graduation.

Section 7. Cardiopulmonary Resuscitation (CPR) Certification

All students must obtain a Basic Life Support (BLS) CPR certification. This requires both an online course completion and in-person skills assessment. The certification is good for exactly two years from the date of completion.

1. For the online course, go to <https://shopcpr.heart.org/heartcode>
2. Complete the 2-hour HeartCodeBLS program- Product #20-3553. The cost is \$38.
3. Print a copy of the completion certificate.
4. On the first day of classes, at orientation, sign up for a time to complete the skills assessment portion of the certification offered on campus through the nursing department.
5. Take a copy of the completion certificate with you to the skills assessment.
6. The cost for the card and practice supplies is an additional \$20 payable that day by cash or check.

Section 8. Professional Liability Insurance

Students are required to obtain professional liability insurance and submit a copy of the proof of coverage to the department. This insurance protects you against covered claims arising from real or alleged errors or omissions, including negligence, in the course of your professional duties. Remember, legal defense and settlement costs are paid in addition to your limits of liability. In the event of a lawsuit, your liability insurance policy may include the following:

- Provide you with your own attorney
- Pay all reasonable costs incurred in the defense or investigation of a covered claim
- Pay you for lost wages
- Provide reimbursement if licensing board issues were involved
- Pay court costs and settlements in addition to the limits of liability

The policy **MUST** be a **minimum** of \$1,000,000.00.

Below are a few companies that provide the required professional liability insurance for students.

HPSO Liability Insurance: Click [here](#) for link

Proliability by Mercer Liability Insurance: Click [here](#) for link

Lockton Affinity Liability Insurance: Click [here](#) for link

Graduate Student Clinical Compliance Checklist

Requirement	Service Code / Details	Proof Required	Status
FBI Fingerprinting (Minors)	Service Code: 1KG756	Photocopy of official Blue-Bordered Letter	☐ Complete
FBI Fingerprinting (Elderly)	Code 1KG8RJ (<i>Out-of-State</i>) OR Signed Affidavit (<i>In-State</i>)	Paper letter OR Signed & witnessed waiver form	☐ Complete
PA State Criminal Record Check	Choose 'Employment' not 'Volunteer'	Printed document	☐ Complete
PA Child Abuse History Clearance	Submit online form and pay; access and print the certification from the website	Printed document	☐ Complete
Mandated Reporter of Child Abuse Training	Complete training online	Printed Certificate of Completion	☐ Complete
TB (Tuberculosis) Test	Must be completed no more than 30 days prior to the start of the semester	Lab report or clinical signature	☐ Complete
MMR Vaccine	Measles, Mumps, and Rubella	Documentation of 2 doses or positive titer lab results	☐ Complete
Polio Vaccine	Childhood series completion	Official childhood immunization records	☐ Complete
Tetanus (Tdap/Td)	Booster must be within the last 10 years	Record of administration date	☐ Complete
Varicella Vaccine	Chickenpox	Documentation of 2 doses or positive titer lab results	☐ Complete
Hepatitis B Vaccine	Complete series of 3 doses	Documentation of all 3 dates or positive surface antibody titer	☐ Complete
CPR Certification	BLS for Healthcare Providers-CPR&AED (adult/child)online course	Documentation of online course completion	☐ Complete
Professional Liability Insurance	\$1,000,000 minimum	Copy of insurance face sheet	☐ Complete

Entering Clearances into CALIPSO

After obtaining clearances, they must be uploaded to CALIPSO. Please see the following instructions for uploading clearances and updating dates.

How to Enter Clearances into CALIPSO:

1. Log in to CALIPSO at <https://www.calipsoclient.com/audiology/bloomu/account/login>
2. If you are new to CALIPSO, register under 'Student' with your Bloomsburg issued email address. If you have already registered, login using your Bloomsburg email and the password you created.



Bloomsburg-Commonwealth University (AUC)

CALIPSO
Login

Speech Language Pathology > Audiology <

Login:

If you are a Supervisor, use your 5-digit ADHA number (or designated Login ID if no ADHA). All other users, use your email address.

Password:

☐ Show password

Passwords only. Do not use Registration PINs or Reset Codes here, see links below.

[Forgot password?](#) [Password help](#)

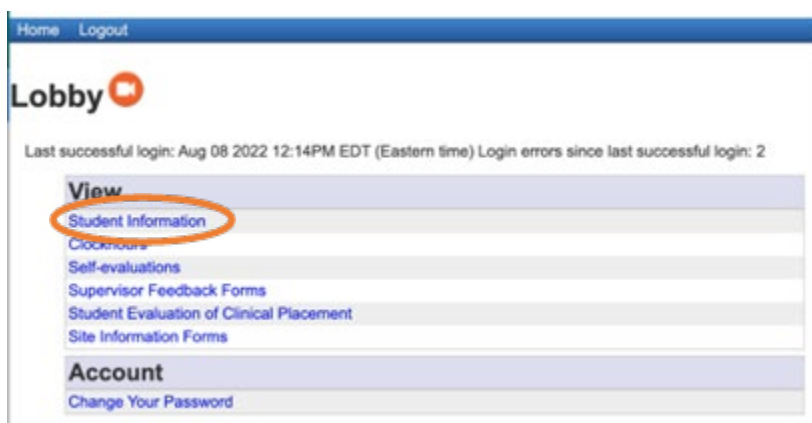
If you are new to CALIPSO, register first by clicking the appropriate link below. If you have already registered, proceed by entering your login and password.

Registration: [Supervisor](#) | [Student](#)

CALIPSO User FAQs: [Supervisor](#) | [Student](#)

Bloomsburg-Commonwealth University (AUC) is committed to providing reasonable access and accommodations for people with disabilities upon request. Please contact us at access@blooms.edu with accessibility problems on this site.

3. Once logged in, click on 'Student Information'



Home Logout

Lobby

Last successful login: Aug 08 2022 12:14PM EDT (Eastern time) Login errors since last successful login: 2

View

[Student Information](#)

[Clockhours](#)

[Self-evaluations](#)

[Supervisor Feedback Forms](#)

[Student Evaluation of Clinical Placement](#)

[Site Information Forms](#)

Account

[Change Your Password](#)

4. Click on 'Compliance/Immunizations'

Home Logout

Student Information

Hide all

Doe, Jane

Evaluations Clinical Assignments Documents Clockhours XPRec Cumul. eval. KASA Checklist Contact Info **Compliance / Immunizations** Prof. summary

Authored by: Laurel H. Hays, M.Ed., CCC-SLP and Satyajit P. Phanse, M.S. © 2010 Callisto, LLC

5. Click on 'Edit Compliance/Immunization data'

Session times ending 10:00 PM

Compliance/Immunization for Doe, Jane

[Edit Compliance/Immunization data](#)

General

☐	Citizenship:		☐	Liability Insurance Start:	
☐	Criminal Background Check:		☐	Liability Insurance End:	
☐	Driver's license:	No	☐	Liability Insurance Company:	
☐	Emergency Contact Name:		☐	Liability Insurance Policy #:	
☐	Emergency Contact Number:		☐	Medical insurance:	No
☐	Essential Functions:		☐	Physical Examination:	
☐	Fingerprinting:		☐	Student notice and information release consent:	Yes

Immunizations

☐	COVID-19 Vaccine 1:	
☐	COVID-19 Vaccine 2:	
☐	COVID-19 Vaccine 3:	
☐	Hep B1:	
☐	Hep B2:	
☐	Hep B3:	
☐	Hep Titer:	
☐	Influenza:	
☐	MenACWY 1 (Meningitis):	
☐	MenACWY 2 (Meningitis):	
☐	MenB (Meningitis):	

Trainings

☐	Bloodborne Pathogen:	Apr 13 2021
☐	BLS:	
☐	Child Abuse Recognition:	
☐	CPR:	
☐	CPR Training by:	
☐	COVID:	
☐	FERPA:	
☐	HIPAA:	
☐	Mandatory Reporter:	
☐	Radiation Safety:	

6. Enter the dates that you completed the required trainings.

Trainings			
☐	Bloodborne Pathogen:	April 13, 2021	Clr
☐	BLS:		Clr
☐	Child Abuse Recognition:		Clr
☐	CPR:		Clr
☐	CPR Training by:		
☐	COVID:		Clr
☐	FERPA:	August 23, 2022	Clr
☐	HIPAA:	August 23, 2022	Clr
☐	Mandatory Reporter:		Clr
☐	Radiation Safety:		Clr
☐	Research Ethics:		Clr
☐	Sexual Harassment:		Clr
☐	Suicide Prevention:		Clr
☐	Universal Precautions/OSHA:	April 22, 2021	Clr

7. Once you finish entering dates, click 'Save the changes below'

Home Logout Student Information Files Printable view (PDF)

Compliance/Immunization for Doe, Jane

[Back to My Account](#)

General

☐	Citizenship:			Clr
☐	Criminal Background Check:		Clr	
☐	Driver's license:	☐		
☐	Emergency Contact Name:			
☐	Emergency Contact Number:			
☐	Essential Functions:		Clr	
☐	Fingerprinting:		Clr	
☐	Liability Insurance Start:		Clr	
☐	Liability Insurance End:		Clr	
☐	Liability Insurance Company:			
☐	Liability Insurance Policy #:			
☐	Medical insurance:	☐		
☐	Physical Examination:		Clr	
☐	Student notice and information release consent:	☒		

8. Now, click on 'Files' which is located on the blue bar along the top.

Bloomsburg University
Session times out in: 1:24

Home Logout Student Information **Files** Printable view (PDF)

Compliance/Immunization for Doe, Jane

[Back to Edit Compliance/Immunization](#)

Upload file: No file chosen (max. 30MB)

Title (optional):

Access: (Public files are viewable by you, supervisors, and clinical administrators. Private files are viewable by you and clinical administrators only.)

9. Choose supporting files and title it appropriately.

10. Make sure access is set to 'Public' and then upload the document.

CLINICAL EXPERIENCE HOURS

Reporting Final Clock Hours

Recording of all clinical contact hours appropriately are important to verify the acquisition of all skills as determined by the accreditation requirements and to obtain the necessary hours for certification and licensure. For example, when a patient comes to the clinic with a hearing issue, student clinicians may be required to do a complete audiological evaluation, hearing aid performance assessment, and informational counseling. Thus, for this type of patient, a student may be able to record clinical hours in three of the ASHA categories (evaluation, amplification, & treatment). Recording of all clinical hours allows supervisors to determine the experience level of the student clinician and the areas experience is needed. Follow the Clock Hours Documentation Instructions for CALIPSO in the Clinic Operations Manual.

The CAA Definition of clinical experience is much broader. It includes consultation, record keeping, administrative duties, and any relevant activities to service delivery. Students doing programming of hearing aids – electroacoustic checks, report writing, placing orders, record keeping, etc., should be counted as clinical experience hours.

Please document hours using this definition.

Maximum hours available:

First year: Hours will be limited and expand as students become familiar with equipment, procedures, and technique to meet the needs of the patients seen in the clinic. To err on the side of safety, available hours will be reduced.

Fall semester	15 weeks * 1 hour/week = 15 hours
Spring semester	15 weeks * 2 hours/week = 30 hours
Summer semester	12 weeks * 2 hours/week = <u>24 hours</u>
TOTAL HOURS	69 hours

Second year: 1/2 day per week of clinic

Fall semester	15 weeks * 4 hours/week = 60 hours
Spring semester	15 weeks * 4 hours/week = 60 hours
Summer semester	12 weeks * 4 hours/week = <u>48 hours</u>
TOTAL HOURS	168 hours

Third year: 3 days per week of clinic

Fall semester	15 weeks * 24 hours/week = 360 hours
Spring semester	15 weeks * 24 hours/week = <u>360 hours</u>
TOTAL HOURS	720 hours

Fourth year: 5 days per week of clinic

Summer semester	12 weeks * 40 hours/week =	480 hours
Fall and Spring	36 weeks * 40 hours/week =	<u>1440 hours</u>
TOTAL HOURS		1920 hours

TOTAL POTENTIAL HOURS = 2877

CAA accreditation standards require Au.D. students to complete a minimum of 12 months of full-time equivalent supervised clinical education.

Au.D. Program Competency Examinations

The Au.D. Program Competency Examinations are **course-based summative assessments** administered as part of the required summer clinical internship courses. These practical examinations are designed to evaluate students' integration and application of the academic knowledge, clinical skills, and professional behaviors developed throughout the curriculum.

Successful completion of the competency examinations is required as part of the successful completion of CMSD 611: Clinical Audiology Internship I and CMSD 630: Clinical Audiology Internship II. The competency examinations serve as a measure of students' readiness to progress to more advanced clinical experiences, including third-year clinical placements. They are not separate program requirements independent of course completion.

The competency examinations assess student performance in the following clinical areas:

1. Basic Audiologic Evaluation
2. Hearing Aid Evaluation, Programming, and Verification
3. Electrophysiologic Assessment
 - Neurodiagnostic Auditory Brainstem Response (ABR)
4. Vestibular Assessment
 - Videonystagmography (VNG)

The purpose of the competency examinations is to assess each student's ability to integrate foundational knowledge with clinical reasoning and technical skills necessary for increasingly independent clinical practice and the management of more complex patient populations.

Competency Examinations 1 and 2 are administered during CMSD 611: Clinical Audiology Internship I, typically during Weeks 4–6 of the course. Competency Examinations 3 and 4 are administered during CMSD 630: Clinical Audiology Internship II, typically during Weeks 4–6 of the course. The faculty member(s) of record for each course are responsible for scheduling, administering, evaluating, and providing feedback for the competency examinations.

Students are expected to successfully demonstrate the required competencies during each examination. Students who do not achieve a passing level of competency on the initial attempt will be provided one additional opportunity for reassessment. If competency is not demonstrated after the second attempt, the course instructor will develop a remediation plan in accordance with the Au.D. Program Assessment, Evaluation, and Remediation Policy. Successful completion of the remediation plan and any required reassessment is necessary to demonstrate attainment of the course competencies and support progression through the curriculum.

Grading will follow the CALIPSO Performance Evaluation Rating Scale:

Obtained using the Core Competency Exam Grade Sheet for each of the competency examinations

1. Not evident: Skill not evident
2. Emerging: Skill is emerging, but is inconsistent or inadequate.
3. Present: Skill is present and needs further development, refinement or consistency.
4. Adequate: Skill is developed/implemented but needs continued refinement or consistency.
5. Consistent: Skill is consistent and well developed.

Competency Examination Scoring and Outcomes

Unconditional Pass (Score of 4.0 or Higher)

The student has met or exceeded all performance expectations and may progress to third-year clinical experiences.

Conditional Pass (Score of 3.0–3.99)

A student who does not meet the minimum performance requirements in all areas evaluated will be required to complete remediation in accordance with Program Remediation Policies. To address the identified areas of weakness, a remediation plan will be developed, and the student must retake the Competency Examination in its entirety no later than one week prior to final examination week.

Students receiving a Conditional Pass must earn an Unconditional Pass on the second attempt to progress in the Au.D. Program. Failure to achieve an Unconditional Pass on the second attempt will result in a grade of Fail and additional remediation requirements.

Fail (Score of 2.99 or Lower)

A Fail indicates that the student has not met minimum performance expectations in most areas evaluated. The student must complete remediation of all identified deficiencies and retake the entire Competency Examination prior to the conclusion of the subsequent summer semester. An Unconditional Pass is required on the second attempt for progression in the Au.D. Program.

Au.D. Competency Examination

The components of the four examinations are outlined below:

- I. Basic Audiologic Evaluation Skills
 - A. Pure tone air/bone/speech evaluation
 - B. Masking of two frequencies
 - C. Tympanometry (1 ear)
 - D. Acoustic Reflexes and Decay (1 ear, ipsi and contra)
 - E. Comprehensive Otoacoustic Emission (1 ear)
 - F. Interpretation of all tests listed above
- II. Hearing Aid
 - A. Identification of hearing aid and earmold parts/features
 - B. Earmold Impression
 - C. Programming
 - D. Troubleshooting/Repair
 - E. S-REM or REM
 - F. Interpretation of S-REM or REM
- III. ABR
 - A. Neurodiagnostic ABR
 - B. Interpretation
- IV. Vestibular
 - A. VNG Calibration
 - B. Ocular Motor
 - C. Positional and positioning tests (1 side)
 - D. Calorics (1 set warm)
 - E. Interpretation of all tests listed above

AUDIOLOGY CALIPSO CLINIC PROTOCOL: ON-CAMPUS

Roles & Responsibilities:

- **Students** – The 1st and 2nd year Au.D. students are responsible for entering patient clock hours in CALIPSO. Students will receive written and or verbal feedback from a clinic supervisor, which will include performance feedback and the appropriate clock hours associated with the patient encounter.

Students will track their weekly patient encounters using the “Patient Data Sheet”. The Patient Data Sheet includes information regarding the type of appointment, patient population, severity of disorders, interprofessional practice, multicultural aspects, linguistic diversity, outcome measures used, specialty testing, and screenings.

- **Clinic Supervisors** – Clinic supervisors will complete a written student feedback form and provide the student with verbal feedback. This supervisor’s student feedback form includes the tracking of the clock hours, based upon the time spent with the patient. Additionally, clock hours for patient administration and pre-preparation will be entered for approval by the supervisor.
- **Faculty** – The course instructors will provide classroom instruction for the clinic courses, which are associated with 1st and 2nd year on-campus clinical experience. The faculty member assigned to the clinic courses will monitor the students’ progress throughout the course in conjunction with input from the clinical supervisors. This will include providing the students with a final grade and identifying if the KASA objectives have been met during the clinical experience and clinic coursework.
- **Director of Clinical Education** – Reviews student clinical clock hours and clinical progress to ensure consistency across clinical education experiences. Communicates with clinical supervisors as needed regarding concerns or discrepancies and collaborates with course instructors to address student deficiencies and develop remediation plans when appropriate.
- **Program Coordinator** – Provides graduate academic advising throughout the Au.D. program; monitors student progression, KASA competencies, and clinical clock hours; and provides final review and verification of all program requirements, including completed coursework and clinical clock hours.

CALIPSO Clock Hours Tracking Steps:

- 1) Student provided with an on-campus clinical patient encounter
- 2) Supervisors record patient encounter time on feedback form along with provide feedback on clinical performance
- 3) Student inputs clinical clock hours into CALIPSO
- 4) Supervisors have ability to monitor clock hours as needed
- 5) Clinic director runs monthly reports and review students’ clock hours with supervisors at the scheduled monthly meetings

- 6) At the completion of the clinic class, the course instructor (faculty member) will input the final grade and indicate the status of the KASA objective within CALIPSO
- 7) The program coordinator provides the final review and approval of coursework and completed clock hours in CALIPSO

Remediation

Remediation is available for students who are deficient in meeting the appropriate skills and knowledge as identified on the KASA and within the coursework. The need for remediation can be identified by the course instructor, on-campus clinic supervisor(s), or the student themselves.

Remediation Plan

Once a deficiency in knowledge and skills has been identified, the course instructor and on-campus clinic supervisor(s) will develop a plan for remediation. The remediation plan should be detailed and explained to the student. This detailed plan for remediations will be recorded in CALIPSO. Reassessment of the questionable knowledge and skills should occur prior to the end of the semester. The outcome of the reassessment and acquisition of questionable skill and knowledge will also be recorded in CALIPSO. The Director of Clinical Education and program coordinator should be made aware of the remediation plan and be available should any questions or concerns arise.

SAFETY, SECURITY, & CONFIDENTIALITY INFORMATION

Safety, Security, & Confidentiality

In order to maintain a safe and protected clinical and department environment for all graduate students in speech-language pathology and audiology, particularly during evening hours, the following procedures and practices must be followed by all students.

At any time, if any unfamiliar person is observed in the clinic, department, or building, ask what can be done to assist the individual locate the appropriate area. During the day, report any suspicious activity to clinical supervisors, clinic director, department faculty, clinic secretary or department secretary. In the evening, notify housekeeping and/or University Police at 570-389-2211 of any questionable activity or persons in the clinic, department, or building. Do not take any chances with your or any other student's safety and security. Do not leave valuable possessions unattended and report all thefts to the clinic director.

Au.D. graduates students have access to the clinic, department, and building 24 hours per day and seven day per week. Graduate students can access the building, department, and clinic with the student ID.

When exiting the building after 9:30PM use the stairwell exit (not the main door). Make sure the door closes and locks behind you. Do not prop doors open.

The last person in the clinic, department, or building who is ready to leave, please adhere to the following safety measures:

- Return all clinic files to the designated holding area.
- Turn off the lights and close/lock the door to ALL clinic and department areas.
- Turn off all electrical appliances (e.g., coffee pot).

It is every student's responsibility to observe and practice security measures in the clinic and department at all times and do their part to ensure a secure and safe clinical training environment for everyone.

Student Lockers

Lockers are available to first- and second-year students to store books, non-perishable foods, jackets, purses, or other personal items. First-year students are given a locker by the second-year students. You may be required to share a locker with a fellow Au.D. student. Students are expected to maintain the security of the items that they store in the lockers. Neither the university nor the department is responsible for lost/stolen items.

Verification of Student's Identity for Online Courses

To verify identity of the Au.D. students enrolled in online courses, following measures will be implemented

1. To join an online class meeting, students will be required to sign in using their Commonwealth University official email ID.
2. Faculty may require students to use a video camera during the class meetings as well as during the exams and assignments.

3. Students may need to present their Commonwealth University student ID before the start of the class meeting or the exam.
4. Faculty may use Respondus LockDown Browser along with video proctoring for the assignments and exams.

Photo Identification

Students must obtain photo identification badges to wear during all on-campus clinic activities. Students must be in possession of their university issued IDs at all times while on campus. Photo IDs are available through Student Life.

Infection Control Workshop

Students must complete the required infection control training by the end of the first week of classes. Thereafter, students are expected to adhere to all infection control policies and standard precautions during all clinical education experiences

Health Insurance Portability and Accountability Act (HIPAA) Workshop

Students must complete the online HIPAA training by the end of the first week of classes.

Mandated Reporter of Child Abuse Training

Students must complete the Mandated Reporter of Child Abuse training by the end of the first week of classes.

Fire and Emergency Evacuation Instructions For Speech, Language & Hearing Clinic

In the event of a planned fire drill, the clinic administrative assistant will be notified that a drill will be conducted. She will notify all clinic supervisors that a drill is planned.

At the time of the drill:

1. All graduate students who are not seeing clients at the time of the drill will leave the building by way of the stairs. ELEVATORS CANNOT BE USED. Elevators become inoperable when fire alarm is sounded.
2. Graduate students who are with patients will escort their patient (along with their caregivers) to the west stairwell, adjacent to the faculty and staff offices hallway, where clinic supervisors will meet them.
3. Graduate student clinicians and all ambulatory clients and caregivers will exit the building via the stairs.

Note: In the event of a drill, there is no need to have non-ambulatory patients exit the building.

Fire and Emergency Procedures

1. All graduate students who are not seeing clients at the time of the emergency will leave the building by way of the stairs. ELEVATORS CANNOT BE USED. Elevators become inoperable when fire alarm is sounded.
2. Graduate students who are with patients will escort their patient (along with their caregivers) to the west stairwell, adjacent to the faculty and staff offices hallway, where clinic supervisors will meet them.
3. Graduate student clinicians and all ambulatory patients and caregivers should exit the building via the stairs.
4. Supervisors will notify the clinic administrative assistant of the number of non-ambulatory patients who require assistance to evacuate using the stairs.
5. The clinic administrative assistant will call 911 and notify the first responders of the number of non-ambulatory patients who require assistance to evacuate.
6. All staff will exit the building by way of the stairs.
7. First responders will arrive to assist with evacuating patients.

CLINICAL RESIDENCY

Clinical practicum is defined as clinical experience approved by an academic program. It is designed to foster the continued growth and integration of the knowledge and skills outlined in ASHA 2020 Standard III. Therefore, students shall participate in practicum only after it has been determined that they have had sufficient preparation to qualify for such experience. A variety of clinical practicum experiences must be obtained so that students can demonstrate skills across the scope of practice in audiology. Acceptable clinical practicum experiences include clinical and administrative activities directly related to patient care.

Supervision during clinical experiences must be sufficient to ensure the welfare of both the patient and the student in accordance with the ASHA Code of Ethics. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence. The amount of supervision must be appropriate to the student's level of training, education, experience, and competence. Supervisors must hold a current audiology license in the appropriate state of practice. Activities supervised shall be limited to those specified in the scope of practice for the professional area in which supervisors are certified.

The supervised clinical training integrated throughout the Commonwealth University – Bloomsburg Doctorate of Audiology Program is essential to the development of an independent audiologist. The purpose of clinical training is to provide students with supervised experience in the provision of diagnostic and (re)habilitative services to patients across the lifespan presenting with auditory and vestibular disorders. As part of the program, students will accrue experience providing services in a variety of professional environments. Clinical training is available through a rotating residency program designed to provide students with experiences in a variety of settings and opportunities to interact professionally with other disciplines.

Students are expected to attend all clinical assignments throughout the semester, including final examination week. The site supervisor must be notified of any late arrivals, early departures, or absences. Students are expected to adhere to site dress codes and conduct themselves in a professional manner. All students must maintain valid liability insurance coverage throughout their clinical experiences (see Clinical Practice Requirements). Students are responsible for arranging and providing their own transportation to and from all assigned clinical placements. Clinical assignments may require significant travel and are considered an essential component of the professional training program.

Following assignment by the Residency Coordinator, students must contact their assigned site to determine any site-specific requirements (e.g., CPR certification, immunizations, background clearances, or other requirements). Any proposed changes to a clinical assignment must be discussed with the Residency Coordinator. Although consideration may be given to matters of personal preference and convenience, students are expected to abide by clinical placement decisions. Failure to fulfill clinical assignments according to departmental expectations and professional standards may result in disciplinary action, including a recommendation for dismissal from the program.

The Residency Coordinator has the authority to place third-year students at any approved clinical site within a two-hour radius of Commonwealth University – Bloomsburg. Students will complete clinical experiences at different sites each semester of the third year and may not complete more than one semester at the same site. Students requesting consideration of special circumstances related to placement location must submit a written request to the Residency Coordinator. Placement decisions remain at the discretion of the Residency Coordinator and are based on students' skills/abilities, student interests, and available clinical sites.

Students planning to reside outside the vicinity of Commonwealth University – Bloomsburg during the third year must notify the Residency Coordinator of their intended address no later than two weeks after midterm of the second-year spring semester. While reasonable efforts will be made to consider a student's residence when assigning clinical placements, placement within a specific geographic area cannot be guaranteed. Students should anticipate that travel may be required to complete assigned clinical education experiences and are responsible for providing their own transportation.

Students must maintain documentation of academic coursework, practicum hours, and practicum supervision as verified by the program. This documentation must demonstrate that students possess the knowledge and skills required by current program, accreditation, and certification standards. Documentation must be made available upon request. Failure to maintain appropriate documentation may jeopardize eligibility for professional certification.

AUDIOLOGY CALIPSO CLINIC PROTOCOL: EXTERNSHIP

Roles & Responsibilities:

- Students – All students in their 3rd or 4th year externship are responsible for keeping track of their daily patient clock hours acquired. They are expected to enter their clock hours weekly into CALIPSO
- Clinic Supervisors – Each week the clinic supervisors will review and approve all clock hours reported for that week
- Externship Coordinators – At the completion of a semester, the externship coordinators will input a grade and review the final clock hours in CALIPSO
- Program Coordinator – Provides final review and approval of all course work and clinical hours completed.

CALIPSO Clock Hours Tracking Steps:

- 1) Student provided with an off-campus externship and primary supervisor
- 2) Students track individual patient encounters and clock hours
- 3) Student must input and record all patient clock hours weekly in CALIPSO
- 4) Externship supervisors will monitor the students' patient clock hours weekly
- 5) Externship coordinators monitor approved hours during the semester and meet at midterm and final to review overall semester clock hours
- 6) The program coordinator provides the final review and approval of coursework and completed clock hours in CALIPSO

Remediation:

Remediation is available for students who are not meeting any of the appropriate skills and knowledge as identified on the KASA and within the coursework. The need for remediation can be identified by the course instructor, externship supervisors, or the student themselves.

Remediation Plan: When a deficiency in knowledge, clinical skills, or professional behavior is identified, the course instructor and/or clinical supervisor will develop a written remediation plan in collaboration with the student. The plan will identify the area(s) of concern, expectations for improvement, methods of remediation, and a timeline for reassessment. Clinical remediation plans and outcomes will be documented in CALIPSO. The Director of Clinical Education and Program Coordinator will be notified of the remediation plan as appropriate.

The goal of remediation is the successful acquisition of the required knowledge and clinical competencies. Students will be reassessed to determine whether the identified deficiencies have been satisfactorily addressed. If remediation is unsuccessful, additional actions may include further remediation, delayed clinical progression, course failure, or other actions consistent with program progression policies.

Students must earn a minimum course grade of 80% (B-) in all required Au.D. courses. Course grades, competency assessments, and other summative evaluations are used to determine whether students have achieved the knowledge and clinical skills necessary for progression in the program.

CALIPSO After Graduation:

Students will have access to CALIPSO for one-year after graduation. It is important to download your records for licensure, certification, and/or employment applications as soon as possible after graduation. Students will **not** have access to CALIPSO after one year.

PROGRAM COMPLAINTS

Student Complaints and Concerns

Commonwealth University is committed to providing students with opportunities to express concerns, seek resolution of complaints, and appeal decisions through established university policies and procedures. Students are encouraged to utilize the appropriate process based on the nature of their concern.

Students who are unsure which procedure applies to their situation should contact the Office of the Dean of Students for guidance.

Office of the Dean of Students

Phone: (570) 389-4734

Email: deanofstudents@commonwealthu.edu

The following policies and procedures may be applicable:

- **CU Policy 1-24 – Academic Grievance Procedure**
Provides students with a process for addressing alleged academic injustices related to grades and academic policies.
- **Policy 7-01 – Student Non-Academic Grievance Policy**
Provides students with a process for addressing concerns involving the interpretation, application, or alleged violation of non-academic policies and procedures.
- **PRP 2060 – Americans with Disabilities**
Outlines procedures for requesting accommodations and resolving disability-related concerns.
- **PRP 4789 – Harassment and Discrimination Policy**
Provides procedures for reporting and resolving concerns related to harassment, discrimination, and protected class status.

Students are responsible for reviewing and complying with all applicable university policies. The most current versions of university policies, procedures, and complaint processes are available through the Commonwealth University Student Complaints and Concerns webpage and the Commonwealth University Policies and Procedures website.

Student Complaints and Concerns: <https://www.commonwealthu.edu/about/consumer-information/student-complaints-and-concerns>

Commonwealth University Policies and Procedures:

<https://www.commonwealthu.edu/about/university-senate-governance/policies-and-procedures>

Departmental Complaint Procedure

The Department encourages students to communicate concerns regarding the program, policies, or educational experiences through appropriate channels whenever possible. Students may also submit anonymous comments or concerns regarding the program through the department's suggestion/comment box located outside the department office. Anonymous submissions will be reviewed by the Department Chairperson or designee and considered when appropriate; however, anonymous complaints regarding individual faculty, staff, clinical supervisors, or students may not be investigated or resolved if insufficient information is available. Students are encouraged to report concerns directly whenever possible to facilitate a thorough review and appropriate resolution.

Complaints against Graduate Education Programs to Council on Academic Accreditation (CAA)

The CAA will address concerns via the complaint process that are clearly related to a program's compliance with accreditation standards. The CAA cannot intervene in disputes between individuals and programs, and cannot affect outcomes such as grade changes, reinstatement to the graduate program, employment, etc., as part of this complaint process.

Before filing a complaint, it is strongly recommended that you read Chapter XIII: Complaints in the Accreditation Handbook (<https://caa.asha.org/siteassets/files/accreditation-handbook.pdf>).

Criteria for Complaints

Complaints about programs must meet all of the following criteria:

- Be against an accredited graduate education program or program in candidacy status in audiology or speech-language pathology
- Relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology in effect at the time that the conduct for the complaint occurred, including the relationship of the complaint to the accreditation standards
- Be clearly described, including the specific nature of the charge and the data to support the charge
- Be within the timelines specified below:
 - If the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation* from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint
 - If the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred
 - If the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed

**Note: For graduates, former students, or former faculty or staff filing a complaint, the date of separation should be the date on which the individual was no longer considered a student in or employee of the graduate program (i.e., graduation, resignation, official notice of withdrawal or termination), and after any institutional grievance or other review processes have been concluded.*

Complaints must meet the following submission requirements:

- Complaints against a program must be filed in writing using the CAA's official Complaint Form (<https://caa.asha.org/programs/complaints/>). The Complaint Form must be completed in its entirety. The CAA does not accept complaints over the phone.
- The complainant's name, address, and telephone contact information and the complainant's relationship to the program must be included in order for the Accreditation Office staff to verify the source of the information. The CAA does not accept anonymous complaints.
- The complaint must include verification, if the complaint is from a student or faculty/staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA.
- Documented evidence in support of the complaint must be appended, including as appropriate relevant policies/procedures, relevant correspondence (including email), timelines of referenced events, etc. **Do not** enclose entire documents, such as a handbook or catalog; only the specific pages should be included that present content germane to the complaint. Page numbers to these appendices should be referenced in the complaint. Materials may be returned to the complainant if not properly organized to support the complaint.
- All complaints and supporting evidence must be submitted in English, consistent with the business practices of the CAA.
- The complaint form must be signed and submitted with any relevant appendices via U.S. mail, overnight courier, or hand delivery—not via e-mail or as a facsimile—to:
Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850

The complainant's burden of proof is a preponderance, or greater weight, of the evidence. It is expected that the complaint includes all relevant documentation at the time of submission.

Copies of the CAA's complaint procedures, relevant Standards for Accreditation, and the Complaint Form are available in paper form by contacting the Accreditation Office at accreditation@asha.org or 800-498-2071. All complaint materials (completed and signed complaint form and relevant appendices) must be typewritten or printed from a computer.

-See more at: <https://caa.asha.org/programs/complaints/>

STUDENT ACADEMY OF AUDIOLOGY (SAA)

The Student Academy of Audiology (SAA) is the national student organization of the American Academy of Audiology and serves as a collective voice for audiology students. The organization promotes professional development, leadership, advocacy, community outreach, and service activities related to hearing and balance healthcare.

At Commonwealth University, SAA participates in community outreach and education initiatives, fundraising activities, professional development events, and the planning and execution of the annual White Coat Ceremony. Meetings are typically held monthly throughout the academic year, and all Au.D. students are encouraged to participate.

Faculty Advisor: Cara Tolan, Au.D., Ph.D., CCC-A

Clinical Advisor: Deb John, Au.D., CCC-A

For information regarding membership, activities, leadership opportunities, or meeting schedules, students should contact the SAA advisors or current SAA executive board representatives.

ASHA DOCUMENTS & INFORMATION

ASHA Professional Resources

The Commonwealth University Doctor of Audiology (Au.D.) Program aligns its curriculum, clinical education, and professional expectations with the standards established by the American Speech-Language-Hearing Association (ASHA). Students are expected to become familiar with and adhere to the current ASHA professional standards, certification requirements, scope of practice, and Code of Ethics throughout their academic and clinical training.

Because these resources are periodically updated, students are responsible for consulting the official ASHA website for the most current versions.

2027 Audiology Certification Standards

The ASHA 2027 Audiology Certification Standards (Certificate of Clinical Competence in Audiology [CCC-A]) are available at:

<https://www.asha.org/certification/2027-audiology-certification-standards>

Scope of Practice in Audiology

The ASHA Scope of Practice in Audiology is available at:

[https://www.asha.org/policy/sp2018-](https://www.asha.org/policy/sp2018-00353/?srsltid=AfmBOop5VUrnMwd9RKFOUF1rP3AmCJyQQEQ0EUxWnixzgm41Y-dZYom)

[00353/?srsltid=AfmBOop5VUrnMwd9RKFOUF1rP3AmCJyQQEQ0EUxWnixzgm41Y-dZYom](https://www.asha.org/policy/sp2018-00353/?srsltid=AfmBOop5VUrnMwd9RKFOUF1rP3AmCJyQQEQ0EUxWnixzgm41Y-dZYom)

ASHA Code of Ethics

The ASHA Code of Ethics is available at:

<https://www.asha.org/policy/code-of-ethics/>

Additional ASHA Practice Resources

Additional professional practice documents, position statements, and policy resources are available through the ASHA Practice Policy webpage:

<https://www.asha.org/policy>

CMSD PROGRAM STRATEGIC PLAN

2026-2031

**Communication Sciences & Disorders Program
Commonwealth University of Pennsylvania
Strategic Plan 2026-2031**

Mission

The Communication Sciences and Disorders (CSD) Program provides accessible, high-quality, student-centered education in audiology and speech-language pathology. Grounded in evidence-based practice, interprofessional collaboration, and clinical excellence, we prepare students to become competent professionals who serve individuals from diverse cultural and linguistic backgrounds.

Vision

To be a premier regional leader in audiology and speech-language pathology education, empowering graduates to succeed in a global workforce and transform the lives of individuals with communication and swallowing disorders.

Values

Aligned with Commonwealth University of Pennsylvania, we are Student-Centered, Welcoming & Inclusive, Accessible, Innovative & Exceptional, Collaborative, and Resilient.

Programs Offered

- Bachelor of Science (B.S.) in Audiology/Speech-Language Pathology
- Master of Science in Speech-Language Pathology (M.S.-SLP)
- Doctor of Audiology (Au.D.)

GOAL	OBJECTIVES	OUTCOMES FOR STUDENTS AND THE UNIVERSITY	MEASUREMENT METHODS/ EVALUATION CRITERIA
1. Advance the program's regional leadership in delivering accessible and affordable pathways to professional excellence in communication sciences and disorders.	A. Establish and sustain the accelerated 3+2 M.S.-SLP and 3+4 Au.D. pathways. B. Identify and promote diverse financial support streams, including graduate assistantships (GA) and scholarships, to offset the total cost of education. C. Expand student access to free or discounted course materials, including textbooks and clinical software.	A. Students will enter the workforce with a competitive advantage, having secured their credentials through a high-efficiency, cost-effective model that establishes the university as a regional leader.	A. Maintain a cohort retention and graduation rate of $\geq 85\%$ for students enrolled in the accelerated tracks. B. Track annual applicant data for the accelerated programs to demonstrate a sustained or increasing applicant pool as a primary indicator of the program's competitive regional positioning. C. Maintain consistent scholarship and GA funding to ensure no reduction in total student support.
2. Attract a strong, broad applicant pool through open, merit-based access.	A. Develop and distribute marketing materials to attract highly qualified applicants. B. Offer in-person and virtual recruitment events at high schools and universities.	A. Students will be drawn from a broad and high-caliber applicant pool, ensuring the university consistently enrolls well-prepared students through a transparent and equitable process.	A. Hold a minimum of 4 outreach events annually and demonstrate a sustained applicant pool with a 5% annual growth target.

GOAL	OBJECTIVES	OUTCOMES FOR STUDENTS AND THE UNIVERSITY	MEASUREMENT METHODS/ EVALUATION CRITERIA
3. Prepare high-quality clinicians to serve individuals from diverse cultural and linguistic backgrounds.	A. Increase the number and variety of clinical experiences with diverse populations. B. Develop and distribute clinic marketing materials to locations with diverse populations. C. Expand the variety of clinical placements and telepractice experiences.	A. Students will evolve into visionary, evidence-based clinicians to deliver exceptional, evidence-based care to the diverse and changing needs of all populations.	A. Demonstrate program excellence through 100% student attainment of cultural and linguistic competencies, while maintaining a $\geq 90\%$ Praxis pass rate and ensuring all students achieve the 3.33/5.0 CALIPSO performance target.
4. Maintain full accreditation and a distinguished reputation for producing exceptional clinicians.	A. Maintain continuous alignment of the curriculum and assessment protocols with current CAA and ASHA standards. B. Formalize a CSD Advisory Board of employers and alumni to provide ongoing feedback on graduate preparedness and industry trends.	A. Students will graduate from a fully accredited program, becoming highly sought-after professionals who drive the future of the field through data-informed clinical excellence.	A. Maintain 100% continuous CAA accreditation. B. Achieve a minimum of 90% satisfaction on student and employer surveys. C. Document at least two formal advisory board meetings annually.
5. Foster active engagement in scholarly research and faculty professional development.	A. Support faculty participation in state and national research conferences. B. Increase opportunities for undergraduate and graduate students to collaborate on faculty-led research projects.	A. Students will use hands-on research to become expert clinicians, building a strong and respected reputation for our program.	A. Document scholarly or professional activity for $\geq 50\%$ of faculty each year. B. Facilitate at least two student-involved research presentations annually.

	C. Encourage faculty to pursue grant funding and peer-reviewed publication.		
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COMMONWEALTHY UNIVERSITY POLICIES & PROCEDURES

University Policies and Student Responsibilities

Students are responsible for complying with all Commonwealth University policies and procedures. The following summaries highlight several policies that are particularly relevant to graduate students in the Doctorate of Audiology program.

Academic Integrity (Policy 1-02)

Academic integrity is fundamental to the educational mission of Commonwealth University. Students are expected to conduct themselves honestly in all academic work and avoid acts of academic dishonesty, including cheating, plagiarism, fabrication, misrepresentation, unauthorized collaboration, and falsification of records. Violations may result in academic sanctions and disciplinary action.

Graduate Academic Progress, Probation, and Dismissal (PRP 3565)

Graduate students must maintain satisfactory academic progress toward degree completion. This includes maintaining a minimum cumulative GPA of 3.0, successfully completing program requirements, and meeting all academic and clinical expectations. Students who fail to meet these standards may be placed on academic probation or subject to dismissal in accordance with university policy.

Student Use of University Email Accounts (PRP 3408)

A student's Commonwealth University email account serves as the official means of communication between the university and the student. Students are responsible for regularly monitoring their university email account and all official course communication systems used by their instructors.

Harassment and Discrimination Policy (PRP 4789)

Commonwealth University is committed to maintaining an environment free from discrimination, harassment, and retaliation. The university prohibits discrimination and harassment based on protected characteristics and provides procedures for reporting and resolving complaints.

Americans with Disabilities Policy (PRP 2060)

The university is committed to providing equal access and reasonable accommodations for qualified individuals with disabilities. Students seeking accommodations should work with University Disability Services and follow established procedures for requesting accommodations and resolving disability-related concerns.

Students should consult the Commonwealth University Policies and Procedures website for the complete and most current versions of all university policies:

<https://www.commonwealthu.edu/about/university-senate-governance/policies-and-procedures>

CERTIFICATION & LICENSURE INFORMATION

PRAXIS INFORMATION

Test Name	Code	Agency
National Certifying Exam	2480	Commonwealth University of Pennsylvania
	5031	American Speech-Language-Hearing Association (if you are unable to find it under that code, type ASHA under the name section)
	8053	State Board of Examiners for SLP/Audiology (for PA licensure)
	List D	Licensure in other states

*If you are seeking out-of-state certification, you should check the requirements for that state. Some states may accept tests of different names to meet requirements that are similar to Pennsylvania's requirements. You may need to make some phone calls to verify this information.

Helpful Reminders

- Register online at <http://www.ets.org/praxis>
- Do not get confused when registering for the National Certification Exam. It is not listed in the Registration Bulletin under Required Tests for Pennsylvania. That is because it is not required for audiologists.
- If registering by mail, remember that you will need a separate form (found inside the registration bulletin) for each date you register to take tests.
- Again, **register early!**
- Do not forget the required identification and your admission ticket, which is sent to you by mail after you register for any test.

Commonwealth of Pennsylvania
Pennsylvania Code

Title 49. Professional & Vocational Standards

Departments of State

Chapter 45. State Board of Examiners in
Speech-Language and Hearing



For additional pamphlet information contact

Department of State, Bureau of
Professional & Occupational Affairs,
States Board of Examiners in
Speech-Language and hearing
P.O. Box 2649
Harrisburg, PA 17105-2649

[https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/049/chapter45/cha
p45toc.html&d=reduce](https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/049/chapter45/cha
p45toc.html&d=reduce)

SUMMARY OFFENSES, MISDEMEANORS, FELONIES

How State Licensure is Affected

Under Pennsylvania law (Act 238 of 1984), the Licensure Board may refuse to issue or revoke a license for:

1. Fraud, misrepresentation, or concealment of information in obtaining a license
2. Aiding or abetting any person in the violation of the act or noncompliance
3. Being convicted of a felony or misdemeanor in any state within ten years prior to the date of application for license
4. Unprofessional conduct as defined by the Board.

EXAMPLES OF OFFENSES

1. Drugs	2. Driving under the influence	3. Assault
4. Underage drinking	5. Provision of Alcohol to minors	6. Shoplifting
7. Drug paraphernalia		

Repeat offenses are filed at a higher level

LICENSURE APPLICATION PROCEDURES

Graduates seeking licensure as an audiologist in the Commonwealth of Pennsylvania must meet the requirements established by the Pennsylvania State Board of Examiners in Speech-Language Pathology and Audiology. Applicants must:

- Submit a completed licensure application, supporting documentation, and required fees to the Pennsylvania State Board of Examiners in Speech-Language Pathology and Audiology.
- Hold a doctoral degree in audiology from an academic program accredited by an accrediting agency recognized by the Pennsylvania State Board and the United States Department of Education or the Council for Higher Education Accreditation (CHEA).
- Successfully pass an examination approved by the Board.
- Demonstrate good moral character as required by Pennsylvania law.

Students are encouraged to consult the Pennsylvania State Board of Examiners in Speech-Language Pathology and Audiology for the most current licensure requirements, regulations, fees, and application procedures.

Pennsylvania State Board of Examiners in Speech-Language Pathology and Audiology:
<https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Speech-Language%20Pathology%20and%20Audiology>

Provisional Licensure

Pennsylvania law provides for provisional licensure in certain circumstances for individuals who are completing remaining licensure requirements. Applicants seeking a provisional license must submit the required application, supporting documentation, and applicable fees to the Pennsylvania State Board of Examiners in Speech-Language Pathology and Audiology.

Requirements and time limits for provisional licenses vary depending on the applicant's educational background and licensure status. Students considering provisional licensure should consult the Pennsylvania State Board for the most current eligibility requirements, application procedures, and regulations.

Additional information is available through the Pennsylvania State Board of Examiners in Speech-Language Pathology and Audiology:
<https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Speech-Language%20Pathology%20and%20Audiology>

License Renewal and Continuing Education

Audiology licenses issued by the Pennsylvania State Board of Examiners in Speech-Language Pathology and Audiology must be renewed in accordance with Board regulations. Licensees are responsible for maintaining current contact information with the Board and complying with all renewal requirements.

Failure to renew a license may result in the license being placed in expired or inactive status. Individuals may not practice audiology in Pennsylvania without a current and valid license.

To maintain licensure, audiologists are required to complete continuing education requirements established by the Pennsylvania State Board. Currently, Pennsylvania requires **20 clock hours of continuing education during each biennial renewal period.**

Students and graduates are encouraged to consult the Pennsylvania State Board of Examiners in Speech-Language Pathology and Audiology for the most current information regarding license renewal, continuing education requirements, inactive status, reactivation procedures, and other licensure regulations.

Board Oversight

Pennsylvania Department of State

Bureau of Professional and Occupational Affairs

State Board of Examiners in Speech-Language Pathology and Audiology

Additional Information

<https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Speech-Language%20Pathology%20and%20Audiology/Pages/Board-Laws-and-Regulations.aspx>

ASHA MEMBERSHIP & CERTIFICATION

Students interested in obtaining membership and certification through the American Speech-Language-Hearing Association (ASHA) are encouraged to review current requirements and application procedures well in advance of graduation.

Graduates of CAA-accredited Au.D. programs may be eligible for ASHA certification upon successful completion of all academic and clinical requirements and verification by the Program Coordinator. Students are responsible for submitting all required application materials directly to ASHA and for meeting all certification requirements and deadlines established by ASHA.

Students who are members of the National Student Speech Language Hearing Association (NSSLHA) may be eligible for discounts and incentives related to ASHA membership and certification, including the NSSLHA-to-ASHA Conversion Discount and Gift to the Grad program. Eligibility requirements, application deadlines, and discount amounts are subject to change. Students should consult ASHA and NSSLHA for the most current information.

Current information regarding ASHA membership, certification, and available discounts can be found at:

<https://www.asha.org/certification/>

<https://www.asha.org/members/gift-to-the-grad/>

STUDENT SUPPORT SERVICES

Dean of Students

The Office of the Dean of Students assists students with a wide range of situations, issues, or concerns that may have potential to adversely affect their academic success or holistic growth as a student at CU.

This may include prolonged absence, impacts of medical or personal emergencies, resource insecurities, mental health or behavioral concerns, help connecting to resources both on campus or locally, or referrals from the campus community for students of concern. Whether you need assistance, are overwhelmed and don't know where to start, or have general questions, the Office of the Dean of Students is one of the many campus resources available to assist you.

Contact Information

University-wide

George Rusczyk
Dean of Students
570-389-4734

DeanofStudents@commonwealthu.edu

Bloomsburg

Jennifer Turnbough
Senior Associate Dean of Students

jturnbou@commonwealthu.edu

<https://www.commonwealthu.edu/offices-directory/dean-students>

570-389-4820

150 Warren Student Services

Personal Health and Well-Being

Commonwealth University-Bloomsburg cares about your personal health and well-being. Experiencing difficulties associated with your health and well-being can promote an unhealthy level of stress which can adversely affect many facets of your life, such as your relationships, self-care, learning and academic success. Throughout your time at CU-Bloomsburg you or someone you know may experience a range of stressful situations... some of which may even create impediments to your success. Stressful circumstances such as illness, strained relationships, trauma, anxiety, alcohol or drug problems, and feeling down or depressed should not be ignored. The Student Counseling Center, as well as the Student Health Center, are available to help you navigate these difficult situations in order to help mitigate their impact.

To learn about or access the free, confidential mental health services available on campus simply call 570-389-4255, email counseling@commonwealthu.edu or visit the website <https://www.commonwealthu.edu/offices-directory/counseling-center>.

To learn about or access the services of the CU-Bloomsburg Health Center call 570-389-4451 or visit the website <https://www.commonwealthu.edu/offices-directory/health-services/bloomsburg>.

Help is available...please reach out as needed!

Health Services

The mission of Student Health Services is to provide high-quality health care to all students attending the Commonwealth University of Pennsylvania. Student Health Services supports our students' physical and mental health needs and promotes optimal health and well-being. This holistic approach increases the likelihood of academic and co-curricular success, which leads to fulfillment of our students' educational goals.

Contact Information

570-389-4451

healthservicesBU@commonwealthu.edu

<https://www.commonwealthu.edu/offices-directory/health-services/bloomsburg>

Bloomsburg Student Health Center

324 Kehr Union Building

Bloomsburg

Counseling Center

The Counseling Center provides mental health counseling to all students, services are strictly confidential and no additional charge is added to students. Call us or send us an email to learn more!

Each year, many of our students will consult with our psychological counselors for a variety of concerns, and the number of students served continues to grow. Typical reasons for seeking counseling include: anxiety, depression, relationship concerns, adjustment difficulties, family issues, substance use concerns, eating concerns, and responses to traumatic events. Our services are based on a short-term model of treatment, in which sessions are provided on a bi-weekly basis. If you are seeking a longer-term treatment approach or weekly sessions, the Student Counseling Center can assist in finding appropriate resources.

Contact Information

570-389-4255

counseling@commonwealthu.edu

<https://www.commonwealthu.edu/offices-directory/counseling-center>

240 Warren Student Services Center

Bloomsburg

Student Well-Being and Health Promotion

The Office of Student Well-being and Health Promotion provides educational programs, preventative services, and fun events to help Commonwealth University students adopt healthy behaviors and live a healthy life.

We know that healthy students are successful students, so we work with partners across campus to promote student well-being—spreading the word and making sure students are aware of healthy alternatives for food choices, active lifestyles, stress management, sleep hygiene and social connection activities.

Contact Information

Kristi Hammaker

Director for Student Well-being and Health Promotion

570-389-4934

khammaker@commonwealthu.edu

<https://www.commonwealthu.edu/offices-directory/student-well-being-and-health-promotion>

236 Warren Student Services

Bloomsburg

Alcohol and Other Drugs (AOD) Prevention and Intervention

The office of Alcohol and Other Drug (AOD) Prevention and Intervention Services focuses on education and prevention to help students fully understand how a choice to use alcohol and other drugs can affect their health/safety, academic performance, legal standing, and future career.

Alcohol and Other Drug (AOD) Prevention and Intervention Services provide students with accurate and up-to-date information and implements evidence-based strategies for the reduction of high risk/dangerous drinking and drug use. They seek to emphasize the promotion of positive coping skills and health-enhancing behaviors. In conjunction with Student Well-Being and Health Promotion, they empower students to make informed decisions, develop skills that enhance well-being and pursue the lifelong benefits of maintaining a well-balanced lifestyle.

Individual appointments for follow up meetings, for BASICS (Brief Alcohol Screening and Intervention for College Students) and CASICS (Cannabis Assessment Screening and Intervention for College Students) will be available upon request.

Contact Information

Marnie Yeick
Assistant Director
570-389-4977

myeick@commonwealthu.edu

<https://www.commonwealthu.edu/offices-directory/alcohol-and-other-drugs-prevention-and-intervention>

Warren SSC 236
Bloomsburg

Student Success

The Student Success Centers on each campus are at the heart of a coordinated, campus-wide commitment to support all students, whether first-semester newcomers or graduating seniors, as they pursue a Commonwealth University degree.

We have designed our Student Success Centers to be the one-stop-shop for all of your student needs. If you don't know what question to ask, or who to reach out to, come see our Student Success Staff and we will get you where you need to be.

The Success Centers seek to assist students in four major areas: academic success, social adjustment, financial literacy, and career exploration.

Contact Information

570-389-5403

studentsuccess@bloomu.edu

<https://www.commonwealthu.edu/offices-directory/student-success>

109 Warren Student Services Center

Bloomsburg

Disability Services

Commonwealth University Disability Services (UDS) collaborates with students, supporters, faculty, and the greater campus community to promote self-advocacy and ensure a comprehensively accessible environment.

Contact Information

University-wide

Tess Fosse

Chief Accessibility Officer

570-389-4491

tfosse@commonwealthu.edu

043 Warren Student Services Center

Bloomsburg

Bloomsburg

Erin Heidlauf

Assistant Director of Disability Services

570-389-4491

ehidlauf@commonwealthu.edu

<https://www.commonwealthu.edu/offices-directory/disability-services>

043 Warren Student Services Center

Women's Resource Center

The Bloomsburg Women's Resource Center is dedicated to improving the status of women students, faculty, and staff. They do so through the development and implementation of educational programs, community outreach, victim advocacy, and referral services. The resource center welcomes all members of our campus community.

These programs and services are provided in a manner that reflects a commitment to equity, safety, mutual respect, diversity, and sensitivity to others. Educational programs are coordinated with other campus areas and resources and off campus agencies to:

- Enhance awareness of gender issues and violence prevention
- Address the needs of a diverse female population
- Promote equity, advancement and empowerment of all women on campus

Contact Information

Megan Wein

Director of the LGBTQA and Women's Resource Centers

570-389-3933

mwein@commonwealthu.edu

101 Kehr Union Building

<https://www.commonwealthu.edu/offices-directory/lgbtqa-resource-center>

LGBTQA Resource Center

The LGBTQA Resource Center is committed to making Bloomsburg a safe and welcoming space for lesbian, gay, bisexual, transgender, queer, questioning, asexual, and allied students through education, programming, advocacy, and public policy. The resource center welcomes all members of our campus community.

Contact Information

Megan Wein

Director of the LGBTQA and Women's Resource Centers

570-389-3933

mwein@commonwealthu.edu

101 Kehr Union Building

<https://www.commonwealthu.edu/offices-directory/lgbtqa-resource-center>

Department Academic Assistance/Remediation

Academic assistance/remediation will be provided to any student upon request. This support is to allow students to obtain the required knowledge and skills. Assistance/Remediation will not alter grades on any course requirements. Please see your academic advisor or the course instructor if assistance is needed to improve understanding of content or performance.

Writing and Literacy Engagement Studio (WALEs) Support for Writing and Reading

The Writing and Literacy Engagement Studio (WALEs), supports students on all three campuses in their growth as writers and readers. They enjoy easing the writing process for all students from any background working in any major. They also enjoy helping students develop strategies for reading and making sense of texts and course material. Students set the agenda for each appointment—whether they're concerned about their reading material, about getting started on a writing project, about improving clarity, grammar, organization, or citations, or about any other aspect of reading, writing, or the English language. The diverse group of WALEs Consultants represent a variety of majors and share the common goal of working with students to develop skills and strategies that help them grow as readers and writers.

WALEs will be open in BAKELESS 206 and also available online via ZOOM.

To make a WALEs appointment students can use CU Succeed, which should be available in each BrightSpace course. They can also come to BCH 206 or use their student email to contact wales@commonwealthu.edu. You might also be able to just drop in to BCH 206 and work with the first available consultant, often immediately.

Please see the WALEs website <https://www.commonwealthu.edu/offices-directory/university-learning-center> for more information.

WALEs Consultants can work in person or via Zoom during most of our hours, but night and weekend hours are available only via Zoom.

Contact Information

Theodore Roggenbuck

Director of WALEs

570-389-4428

troggenb@commonwealthu.edu

<https://www.commonwealthu.edu/offices-directory/university-learning-center>

206A Bakeless Center for Humanities

Bloomsburg

Campus Cupboard

The Campus Cupboards across the Bloomsburg, Lock Haven and Mansfield campuses of Commonwealth University provide support for students facing food insecurity or financial strain. Stocked with essential items ranging from non-perishable foods to personal hygiene products, it stands as a testament to our community's commitment to inclusivity and support.

Here, students find more than just sustenance; they find a sense of belonging and care. Whether it's a nutritious meal to fuel their studies or basic necessities to maintain their well-being, the campus cupboard offers a lifeline, ensuring that no student has to face hunger or hardship alone.

Bloomsburg Campus Cupboard

The Dean of Students Pantry at CU-Bloomsburg welcomes all students at NO COST! Students can visit the pantry on Wednesdays and Thursdays 1:00 PM - 3:00 PM during the semester. It is located in the Dean of Students Office in Suite 150 of Warren Student Services Center on the Bloomsburg campus. They have non-perishable grocery items for students to choose from.

For opportunities to visit the pantry outside of walk-in hours or during semester breaks, please stop by the Dean of Students office, Monday - Friday, 8:00 AM - 4:30 PM, email them at DeanOfStudents@commonwealthu.edu, or call them at 570-389-4734 to schedule a time for a visit.

Hours & Location

Semester Hours

Wednesdays and Thursdays, 1:00 PM - 3:00 PM

Campus Location

Dean of Students Office, 150 Warren Student Services Center, Bloomsburg

<https://www.commonwealthu.edu/cupboard>