California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2023	Course: CSAD621: Research Methods in Audiology	Section: 01
Meeting Days: MW	Meeting Times: 11:00am-12:15pm	Location: Folsom 2604
Instructor: Laura Gaeta, Ph.D.	Email: l.gaeta@csus.edu	Phone: 916-278-4701
Office Location: Folsom 2207A or Zoom	Office Hours/Appointments: Monday 1:00-3:00pm; Wednesday 1:00-2:00pm	

Catalog Course Description:

CSAD 621   Research Methods in Audiology.   3 Units
Prerequisite(s): Admission to Doctor of Audiology program; CSAD 611; CSAD 612; CSAD 613; CSAD 614
Term Typically Offered: Spring
Treatment of human subjects and research methods. Overview of the research process, including research designs, development of data collection instruments, and data collection, and introduction to basic statistical concepts for the Au.D. doctoral project. Ethical considerations of research are also discussed.

Place of Course in Program

This course serves as an introduction to research methods, design, and analysis used in audiology. Students will learn how to critically evaluate research for future clinical practice. The major writing assignment in this course is a full research paper, including data analysis. In addition, the course provides guidance with developing a proposal for the Au.D. doctoral project, which will be completed under the supervision of a supervising faculty member and the student's doctoral project committee. As a GWI course, the content will help students to understand and gain experience with major writing conventions and practices within audiology, and provide opportunities for students to further develop their writing skills through reflection, feedback, and revisions.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: *Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.*	Y
Communication: *Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.*	Y
Critical thinking/analysis: *Demonstrate the ability to be creative, analytical, and critical thinkers.*	Y
Information literacy: *Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.*	Y
Professionalism: *Demonstrate an understanding of professional integrity.*	Y
Intercultural/Global Perspectives: *Demonstrate relevant knowledge and application of intercultural and/or global perspectives.*	Y
Research: *Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program*	Y

GRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas. See the program's Academic Performance Improvement Plan (APIP) policy at https://www.csus.edu/college/health-human-services/communication-sciences-disorders/_internal/_documents/audiology/csad-apip-policy-spring-2020.pdf

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

GRADUATE EXPECTED LEARNER OUTCOMES (ELO)

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

1. State the steps of the scientific method.
2. Describe the importance of research and the role of audiologists in evidence-based clinical research.
3. Explain the history of scientific research, including human subjects research, ethics, and authorship.
4. Describe the importance of the scientific method.
5. List the levels of research evidence.
6. Differentiate between research designs and methods commonly used in audiology research.
7. Perform a literature search on relevant research for a topic of interest.
8. Develop a testable research question and hypothesis.
9. Critique research articles and their application to evidence-based practice.
10. Perform basic statistical tests, including uses, assumptions, limitations, and applications.
11. Describe research designs, methodologies, and analyses used in qualitative research.
12. Design a research proposal for the Au.D. capstone project with guidance from a supervising audiology faculty member and committee.

GWI GENERAL LEARNING GOALS

By the end of the semester, students will:

1. Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline;
2. Understand the major formats, genres, and styles of writing used in the discipline;
3. Practice reading and writing within the discipline;
4. Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.

ELO	Component Indicating Competency	Grade(s) Received
1-5, GWI 1, 3	Exam I	
1, 6, 8-10, GWI 3	Exam II	
1-6, 8-11, GWI 3	Exam III	
7, 9, GWI 2, 3, 4	Annotated bibliography	
7-9, GWI 1-4	Part I of final paper	
6-10, GWI 1-4	Part II of final paper	
7-10, GWI 3, 4	Final paper	
9, GWI 1, 3, 4	Discussion board posts	
9, GWI 1, 3, 4	Participation in peer reviews	
12	Proposal and presentation	
GWI 1-4	APA modules and quizzes	
1-6, 9-11, GWI 1-3	Quizzes	

Textbooks and Materials:

https://opentext.wsu.edu/carriecuttler/ See Canvas for other readings

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org10.1037/0000165-000

Microsoft Office or equivalent (Word, Excel, PowerPoint) for .doc, .xls, and .ppt files

Adobe Acrobat for PDFs

Online Resources:

jamovi available from jamovi.org

This course utilizes Canvas. All course materials will be available on Canvas.

Course Requirements/Components:

Course Format

Lecture

Class Preparation:

All required readings are for the date listed in the course schedule, not the following class period. Students are responsible for all assigned readings, whether discussed in class or not.

Class Participation:

Students are expected to actively participate in class discussions and are required to have read the assigned material prior to class meetings.

Class Attendance:

Students are expected to be in the classroom on time so that class can begin on time. All lectures will be delivered synchronously in the event that the course is delivered online. If a student is unable to attend class, it is the student's responsibility to notify the instructor before class. Students who miss class are responsible for obtaining the notes from a classmate and are encouraged to meet with the instructor to review any missed content; recording of class for absences is not permitted. Attendance on peer review days is part of the peer review participation grade.

If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link COVID-19 Illness/Exposure Report Form: https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/ Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: https://www.cdc.gov/coronavirus/2019-ncov/index.html

Class Assignments:

Course grades will be based on discussion board posts, assignments for the final and associated peer and/or instructor reviews, APA writing and style quizzes, a proposal and presentation, quizzes, and exams. Any instances of academic misconduct will result in a 0 on that assignment or exam and will be reported according to department- and campus-level policies, and these may result in a score of 0 assigned to any involved students. Issues with technical problems must be accompanied by a screenshot showing the date and time on the computer and browser, and an email to IT for support when emailing the instructor; other issues cannot be otherwise verified and will not be given consideration. Feedback is an essential component of this GWI course, so an APIP may be initiated for professionalism or communication issues related to written assignments.

Rubrics for all assignments will be available on Canvas. Turnitin.com will be used for written assignments submitted online.

Recording of class is not permitted unless the student has received accommodations from SSWD that allow for recording of lectures.

For students who become ill or who are placed under quarantine during the COVID-19 pandemic, contact the instructor so that due dates for the below assignments can be adjusted (student will not be penalized in these cases). Follow the Sacramento County Public Health Department's advice: frequently wash hands with warm, soapy water for at least 20 seconds; avoid touching eyes, nose, and mouth; cover coughs and sneezes with a tissue then throw the tissue in the trash; and stay home when you are sick. For information about COVID-19 assessment and remote learning, students are directed to the Sac State mobile app.

Discussion board posts: There will be three discussion board posts that are aimed at helping students focus on and apply the course content to the field of audiology and their research project design.

Quizzes: There will be five quizzes in Canvas for this course. Quizzes will cover a range of topics.

Annotated bibliography: The annotated bibliography is intended to provide direction for students gathering sources for the literature review.

Literature review: Students will submit a literature review based on the proposed research question, hypotheses, and annotated bibliography. Additional information about the literature review assignment will be available on Canvas.

Final paper: At the end of the semester, students will submit a paper that has been reviewed by peers and the instructor throughout the course. Information about the final paper is available on Canvas.

Proposal and presentation: Students will submit a proposal for the doctoral research project by the end of the semester. Peers and the instructor will give feedback regarding the feasibility, methodological rigor, and logic. Students will present their projects to the class at the end of the semester. Students are advised to consult program faculty throughout the process. The program assignment is available on Canvas.

Peer reviews participation: Students will be involved in the review of other students' written assignments throughout the semester. See course schedule for due dates and turnaround times. A rubric for the peer reviews will be available on Canvas.

APA modules and quizzes: There are two APA writing and style quizzes in the course.

Attendance: Attendance will be taken in this course. See Canvas for the attendance policy and initiation of an APIP for attendance issues.

Exams

Exam absences: An unexcused absence will result in zero points for the exam. An excused absence can only be granted by the course instructor. It is the student's responsibility to contact the instructor within the first two weeks of the semester if he/she is unable to sit for the exam. Family members/significant others may contact the course coordinator on behalf of students who are hospitalized or are otherwise unable to speak directly with the course instructor. It is the student's responsibility to contact the instructor about rescheduling the exam. Scheduling conflicts due to work or family travel are not eligible for make-up exams; these absences will result in a zero on the exam. Students with accommodations should notify the instructor early in the semester to allow for accommodations for the full semester (i.e., a student who notifies the instructor of accommodations halfway through the semester may have those accommodations for the remaining assignments of the semester; past assignments and exams cannot be retaken). If a student is given permission to miss an exam, a make-up exam will be administered during the week prior to the final exam. The make-up exam may be formatted differently from the original exam at the discretion of the course instructor. Technical issues during the exam must be brought to the attention of the instructor immediately, and documentation (e.g., screenshots showing the time/date and error, email to IT, etc.) must be provided if outside of a proctored setting.

Exam procedures: All exams are closed-book and closed-note; no outside resources are permitted unless otherwise noted. The exam period is 75 minutes.

Grading:

Activity	Points Available	Points Earned	Percentage of Grade
Discussion board posts (5 points x 3)	15		
Participation in peer reviews	30		
Annotated bibliography	20		
Paper – Part I	45		
Paper – Part II	45		
Final paper	100		

Proposal	50		
Proposal presentation	15		
Exam 1	15		
Exam 2	15		
Exam 3	15		
Quizzes (5 points x 5)	25		
APA style and writing module quizzes (2.5 points each x 2)	5		
Attendance	5		
Total course points available	400		

Overall percentage needed:

Note: A grade of "B" or higher is required to count toward the minimum number of units needed to advance.

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

Note: Scores that are on the border between two grades will be rounded (e.g., 94.5% will be 95%, 89.5 will be 90%, etc.) Scores that will round to another letter grade by the second digit after the decimal place (e.g., 89.45) will round to the tens decimal place and follow the first note (e.g., 89.5 will round to 90%).

Au.D. Program Policies

Academic conduct

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

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

Attendance

Students are expected to arrive to class on time, prepared to participate and engage in classroom activities for both in-person and any synchronous/virtual interactions. Students are responsible for class content, lecture materials, assignments, announcements, and must be aware of changes in the class schedule. Students are advised that instructional faculty may include an attendance policy in courses, which may require attendance as part of the student's course grade. These policies will be set in the syllabus.

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

Email

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

TENTATIVE Course Schedule/Outline:

Date	Topics and Textbook Readings (see Canvas for additional readings)		Assignments and due dates
01/23	Overview of course Scientific method	Adams (1990) Price et al. 1.1-1.4	

01/25	Ethics in research	Price et al. 2-2.1; 3.1-3.3	
01/30	Research questions and hypotheses Hypotheses and variables	Price 2.3-2.4	
02/01	Guest lecture from Rachel Stark, MS, AHIP on accessing articles		
02/06	Reading research APA introduction		Quiz #1 due
02/08	Scientific writing and APA conventions	Price 11.1-11.2	Discussion board post #1 due
02/13	Types of research	Price et al. 2.2-2.3	Annotated bibliography assignment due
02/15	Reliability Validity Review for Exam I	Price 4.1-4.3	
02/20	Exam I		Part I draft due for instructor and peer feedback
02/22	Peer review day for Part I draft		APA tutorial quizzes due
02/27	Quantitative research designs Sampling Participants	Price 2.5-2.7; 5.0-5.4	Discussion board post #2 due Quiz #2 due
03/01	Methods section Data entry and collection		Literature review, research question, and hypothesis assignment due
03/06	Evaluating research Introduction to statistics	Download: Data and install program before class	
03/08	Statistical procedures and analysis	Price 6.2, 12, 13.0-13.4	Quiz #3 due
03/13	Data analysis Results and discussion sections Review for Exam II	Optional: Bakker, M., & Wicherts, J.M. (2011). The (mis)reporting of statistical results in psychology journals. *Behavior Research Methods*, *43*(3), 666-678. https://doi.org/10.3758/s13428-011-0089-5	Methods section draft due for peer review
03/15	Exam II		Results section draft due to instructor on 03/17
03/20	*Spring break*		

03/22	*Spring break*		
03/27	Peer review day		
03/29	Doctoral research proposal introduction and structure		Methods, results, and discussion due
04/03	Systematic reviews		Quiz #4 due
04/05	Qualitative research	Price 6.4 Knudsen et al. (2012). Conducting qualitative research in audiology: A tutorial. *International Journal of Audiology*, *51*(2), 83-92. See Canvas for DOI.	
04/10	Qualitative research	Knudsen et al. (2012). Conducting qualitative research in audiology: A tutorial. *International Journal of Audiology*, *51*(2), 83-92. See Canvas for DOI. Tariq, S., & Woodman, J. (2013). Using mixed methods in health research. *Journal of the Royal Society of Medicine Short Reports*, *4*(6). https://doi.org/ 10.1177/2042533313479197	
04/12	Mixed methods research Surveys		Final paper due
04/17	Accessing research Open science	Price 13.4	
04/19	*No class – Dr. Gaeta away at conference*	Lecture on presentations, posters Price 11.3	Discussion board post #3 due
04/24	Authorship Funding Review for Exam III		Quiz #5 due
04/26	Exam III		Doctoral research proposal draft due for peer and instructor review
05/01	Peer review day and individual meeting time with instructor		
05/03	Peer review day and individual meeting time with instructor		
05/08	Doctoral project proposal presentations	Presentation of projects	Doctoral research project proposal due 05/07

05/10	Doctoral project proposal presentations	Presentation of projects	
5/15	Finals week		

Please note that dates, topics, and assignments are subject to change. In the event of a change, you will be given ample notice.

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website: https://www.csus.edu/umanual/student/stu-100.htm

Definitions: At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the Office of Student Conduct.

Department Policy on Use of APA format:

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

Understand When You May Drop This Course:

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

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Locations of gender-neutral restrooms on campus:

Maryjane Rees Language, Speech and Hearing Clinic, 2nd Floor of Folsom Hall

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the CARES website.

Other Resources

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

- Testing Center: https://www.csus.edu/student-affairs/centers-programs/testing-center/

- Library: https://library.csus.edu/ for consultation: Rachel Stark, MS, AHIP, stark@csus.edu

- Services to Students with Disabilities: https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/

- Student Health and Counseling Services at The WELL: https://www.csus.edu/student-life/health-counseling/

- Student Academic Success and Education Equity Programs: https://www.csus.edu/student-affairs/retention-academic-success/

- Crisis Assistance and Resource Education Support (CARES): https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/

- CHHS Student Success Center: https://www.csus.edu/college/health-human-services/student-success/

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

- Peer & Academic Resource Center: https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/

- SMART Thinking (tutoring resource): https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf

Online Learning

For additional information, please review the CSAD Handbooks website
https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the Canvas Student Tour.

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see Guidelines for Online Discussions.

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during open hours to speak with the IRT Service Desk Team, or call (916)278-7337. IRT website.
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: Don't Fall for a Phishing Scam
- Use anti-virus, anti-spyware, and anti-malware software. Sac State's Software and Tools available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.

Visit the Mobile section of the Canvas Guides website for more information.

Knowledge And Skills Acquisition (KASA) For Certification in Audiology

CSAD 621   Research Methods in Audiology

Scientific and Research Foundations

•   Basic science skills (e.g., scientific methods, critical thinking)

Standard II-A: Foundations of Practice

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