2020-2021
(revised 1/27/2021)

Student Handbook

Audiology (AuD)
Joint Doctoral Program
SDSU/UCSD
Welcome to the AuD Joint Doctoral Program, which is offered jointly by San Diego State University (SDSU) and the University of California, San Diego (UCSD). This Program will lead to a professional doctorate degree (AuD) in audiology, designed for individuals who intend to specialize in clinical practice. The Program combines resources and faculty from the School of Speech, Language, and Hearing Sciences in the College of Health and Human Services at SDSU, and from the School of Medicine's Division of Otolaryngology in the Department of Surgery at UCSD. We are very pleased that you have chosen this program for your graduate studies and can promise you a challenging and rewarding four years.

This Student Handbook also provides you with important information about your academic/clinic requirements, program policies, and helps you navigate through your graduate experience. The AuD Program faculty and staff at both campuses are also to be a source to answer your questions and are very interested in helping you navigate through the next four years. Bear in mind, however, that faculty/staff advising is just that—advice: it is your responsibility to read and adhere to official policies and program requirements at both universities. You should also make sure to read and understand the procedures, policies, and requirements for graduate degree programs set forth in the graduate catalogs from both institutions (available on-line).

Each of you will have a primary advisor, housed at SDSU, and an additional advisor during your year at UCSD. The Audiology Clinic Director will also work closely with you regarding your clinical experiences/assignments. Be sure to have regular contact with your advisors; they are there to help you and provide you with up-to-date information, help you with any problems, and help you with your professional goals. Do not go it alone and do not rely on fellow students for information. You will find that all of us love to meet with students and are quite approachable.

Finally, please feel free to visit or call any of us with questions or problems, or just to say hello. You are a valuable resource to help us monitor how we are doing and to make changes to better meet your needs. As you use this Student Handbook, please give us feedback on what is useful and what is missing, or any suggestions as to how to improve. Again, on behalf of the faculty and staff we welcome you and wish you well in your doctoral studies.
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1.0 OVERVIEW OF PROGRAM

1.1 MISSION STATEMENT FOR THE AUD JOINT DOCTORAL PROGRAM

The mission of the AuD Joint Doctoral Program is to prepare graduates who will possess the knowledge and skills necessary to practice as doctoral-level audiologists; who will be thoroughly prepared to enter the work force to meet the current and future needs of the community and society; who are knowledgeable of scientific inquiry; and who are capable of undertaking the future challenges of the profession.

To achieve its mission, the Program provides basic and advanced professional preparation in audiology/hearing science, with a strong commitment to the theoretical and research components; it also provides supervised clinical experiences that prepare graduates who are highly competent to manage a variety of hearing-related problems, across the lifespan, and from culturally and linguistically diverse populations. The academic and clinic preparation will ensure that entry-level audiologists have the competencies to be independent clinicians. The preparations will exceed the minimum academic requirements/outcomes for professional certification, state licensure, and program accreditation. The AuD Joint Doctoral Program complements, enriches, and broadens existing graduate education at both UCSD and SDSU by providing interactions among faculty with experience and expertise in audiology, related medical practice, and a variety of related research.

1.2 AUDIOLOGY PROGRAM LEARNING OUTCOMES AND GOALS

1.2.1 AUD DEGREE LEARNING OUTCOMES (DLOS) (SLHS-CHHS)

1. Apply foundational knowledge about the anatomical and physiological basis of hearing and balance and apply knowledge about psychological and sociological bases of human communication.
2. Apply theory and research to the diagnosis, management, and prevention of hearing, balance, and communication disorders.
3. Demonstrate professional oral and written communication skills.
4. Plan, implement, and modify clinical services across a wide range of populations including individuals from culturally- and linguistically-diverse groups.
5. Acquire the professional knowledge and skills needed to be eligible for state licensure and professional certification in audiology.

1.2.2 AUD PROGRAM LEARNING GOALS (PLGS) (SLHS-CHHS)

1. Adopt an interprofessional perspective in evaluating and treating hearing and balance disorders across the lifespan
2. Apply the understanding of the influence of culture and linguistic background on human communication, hearing, and balance.
3. Use a wide range of techniques to evaluate, treat, and manage hearing and balance disorders.
4. Apply critical thinking and the principles of evidence-based practice to audiological services.
1.2.3 AUD PROGRAM GOALS (REV 8/7/20)

1. To provide graduate education culminating in a Doctor of Audiology (AuD) degree and to prepare students to meet the current professional standards for clinical certification and licensure.
2. To utilize multidisciplinary faculty to provide an educational framework of patient-centered interprofessional practice for the diagnosis and treatment of audiological disorders.
3. To provide students with a wide range of clinical experiences with culturally and linguistically diverse populations in a variety of settings.
4. To prepare qualified graduates who can meet the workforce needs of the community, state, and nation in a wide array of practice settings, including medical facilities, private practices, industry, and schools.
5. To provide research experiences that will enable graduates to apply principles of evidence-based practice and to contribute to ongoing advances in the field.
6. To provide academic and clinical experiences that will foster a life-long commitment to professional development.

1.3 ACCREDITATION STATUS

The Doctor of Audiology (Au.D.) education program at San Diego State University and University of California-San Diego is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071, 301-296-5700.

For further information about accreditation or about the Program’s accreditation status, you may contact the School (619-594-7746) or CAA (URL: caa.asha.org)

1.4 AWARD OF THE DEGREE

The Doctor of Audiology (AuD) degree will be awarded jointly by the Regents of the University of California and the Trustees of The California State University in the names of both cooperating institutions.

1.5 AUD PROGRAM ADMINISTRATION

The AuD Joint Doctoral Program is coordinated by the AuD Program Co-directors (one from each campus), in conjunction with other members of an Executive Committee comprised of three faculty members from each campus (including the Co-directors). The Graduate Deans from each campus serve as ex officio members. From SDSU, the AuD Program Co-director is Dr. Carol Mackersie in the School of Speech, Language, and Hearing Sciences; and from UCSD, the AuD Program Co-director is Dr. Erika Zettner in the Division of Otolaryngology/Head and Neck Surgery. The Executive Committee oversees the program, establishes procedures, and sets policies with input from faculty and students.
The Executive Committee is comprised of the following:

**UCSD**
- Erika Zettner, Ph.D. Executive Committee Member and Co-director
- Allen Ryan, Ph.D. Executive Committee Member
- Jeffrey Harris, M.D., Ph.D. Executive Committee Member
- James Soto Antony, Ph.D., Graduate Dean Ex officio member

**SDSU**
- Carol Mackersie, Ph.D. Executive Committee Member and Co-director
- Peter Torre, III, Ph.D. Executive Committee Member
- Laura Dreisbach, Ph.D. Executive Committee Member
- Ed Balsden, Interim Graduate Dean Ex officio member

### 1.6 OTHER SOURCES OF INFORMATION ABOUT THE AUD JOINT DOCTORAL PROGRAM

Students are to take responsibility for understanding program policies and procedures. Students should always first check the AuD Student Handbook and the following reference sites before asking for help (the answers are usually easily found). Of course, if you cannot find an answer from these resources, feel free to contact your advisor, the Clinic Director, or Co-directors. The information in each of these sites is listed at the end of the Student Handbook.

**SDSU Audiology website**: [http://slhs.sdsu.edu/programs/aud/](http://slhs.sdsu.edu/programs/aud/)

**UCSD Audiology Website**: [http://surgery.ucsd.edu/audiology](http://surgery.ucsd.edu/audiology)

**Canvas** (Accessed through SDSU Webportal): SDSU/UCSD Joint Doctoral Program Resources, listed as “Audiology Staff Homeroom”

**CALIPSO** (clinical hours, clinical evaluation, and course tracking)

**Google Drive** (e.g. shared program calendar)

### 1.7 UNIVERSITY NONDISCRIMINATION POLICY STATEMENT

San Diego State University, the University of California-San Diego and the Joint AuD Audiology Program within these institutions are committed to “maintain and promote a policy of nondiscrimination on the basis of race, religion, color, sex, age, disability, marital status, sexual orientation, gender identity and expression, national origin, pregnancy, medical condition, and covered veteran status. Further, the University's commitment requires that there be no retaliation against an individual who has filed a complaint of discrimination or in some other way opposed discriminatory practices, or participated in an investigation related to such a complaint” ([http://bfa.sdsu.edu/hr/oerc/docs/StateNondiscrimSexHarass.pdf](http://bfa.sdsu.edu/hr/oerc/docs/StateNondiscrimSexHarass.pdf))

Both universities will provide reasonable accommodations for students with disabilities through the Student Ability Success Center at SDSU ([http://go.sdsu.edu/student_affairs/sds/](http://go.sdsu.edu/student_affairs/sds/)) and through the Office for Students with Disabilities at UCSD ([https://students.ucsd.edu/well-being/disability-services/](https://students.ucsd.edu/well-being/disability-services/)).
2.0 GETTING STARTED

2.1 ADMISSIONS INFORMATION

2.1.1 GENERAL ADMISSION INFORMATION AND INSTRUCTIONS

Students are admitted for the Joint AuD program through San Diego State University. Students may enter the program without a background in Communication Sciences and Disorders but must satisfy the prerequisites. Complete instructions for admission to the Audiology Doctoral Program can be found on our website. [https://slhs.sdsu.edu/programs/aud/admissions/](https://slhs.sdsu.edu/programs/aud/admissions/)

2.1.2 ENGLISH PROFICIENCY POLICY

The academic and clinical components of the AuD program are based on proficiency (understanding and use) of English, in oral and written forms. Students enrolling in the Joint SDSU/UCSD Doctor of Audiology Program must satisfy the English proficiency requirements of both universities.

For admission to the Joint AuD Program, students applying from an international institution must submit one of the following as proof of English proficiency:

1) TOEFL
2) IELTS
3) Transcripts indicating that the student has studied full-time for one uninterrupted academic year at a university-level institution where English is the language of instruction and in a country where English is the dominant language.

Scores must be taken within the past two years and must be sent electronically from Educational Testing Service (ETS) using the SDSU institution code: 4682. The scores do not need to be sent to UCSD.

Minimum requirements for SDSU and UCSD:

SDSU: [http://arweb.sdsu.edu/es/admissions/international/grad/apply/step5.html](http://arweb.sdsu.edu/es/admissions/international/grad/apply/step5.html)

UCSD: [https://grad.ucsd.edu/admissions/requirements/international-students/english-proficiency.html](https://grad.ucsd.edu/admissions/requirements/international-students/english-proficiency.html)

2.2 PREREQUISITES

Prerequisite completion of at least one course in statistics, one course in biological science, one course in physical science, one course in behavioral/social sciences, and one course in American Sign Language. Courses must be taken from an accredited university or community college. Deficiencies in these areas may be completed after admission to the program if approved by the Admissions Committee. Satisfaction of the prerequisite requirements must be completed before advancement to candidacy.
## 2.3 COMPLETING THE ADMISSIONS PROCESS

Students who receive and accept an offer of admission to the program will not be eligible to enroll until the admissions process is completed. Detailed instructions are sent to students who have accepted the admission offer in a “Welcome” letter in April. The following steps must be completed.

1. **Apply online to the University of California San Diego** ([https://connect.grad.ucsd.edu/apply/](https://connect.grad.ucsd.edu/apply/)) to complete the UC San Diego Graduate Application. Instructions for completing this process will be sent to enrolling students in a “Welcome” letter in April.
2. **After you are admitted to UCSD**, indicate your intent to accept admissions by completing the online Decision Reply form.
3. **After completion of UCSD admission (#1, 2)**, complete the SDSU “Intent to Enroll” when prompted to do so.
4. **If you were still completing your undergraduate degree at the time of admissions**, send an official set of transcripts to both SDSU and UCSD. Note: If you graduated from SDSU, you do not need to send transcripts to SDSU.

In addition to the required steps needed to become a fully matriculated doctoral student in the AuD Joint Doctoral Program (JDP-AUD), UCSD requires all Year 1 students to complete the following found at “Welcome to UC San Diego: Admitted Students” as soon as possible. The best time to do this is soon after you have completed steps 1-3 above. If these items are not completed, students will have a hold placed on their records and will not be allowed to enroll in UCSD classes until completed. While AuD students do not attend UCSD campus during Year 1, AuD students are considered UCSD students and must complete these steps during Year 1:

5. **“What to Do Immediately”**: You likely already completed these items during admission process including setting up your UCSD password and activating your UCSD email.
6. **“Before You Arrive on Campus”**:  
   a. Submit Pending Admissions Documents  
   b. Read Policy on Integrity of Scholarship and Principles of Community  
7. **“When You Arrive on Campus”**:  
   a. Complete the Sexual Assault Prevention and Resource Training (Think About It) typically available after August 31 and must be completed by Nov 6 of Year 1.

### 2.4 REGISTRATION AND ENROLLMENT

(Source: [SDSU Graduate Division Graduate Handbook v16](#))

#### 2.4.1 SDSU ID AND UCSD ID

**SDSU ID**

When you applied to San Diego State University, you were issued a nine-digit student identification number called a Red ID number. This number will be used by offices and departments across campus to identify you and locate your records. You will also need this number to access your
WebPortal account and various other student services. If you forget your RedID number, it can be retrieved here.

Your Red ID number is printed on the SDSU card issued by the SDSU card office, located in Student Services West 2620. Information about how to obtain your SDSU card is available here.

You will also be asked to activate your SDSUid and set up your secure Google G Suite email account. This Google account will give you access to all the apps in the Google Suite. We will be sharing Google documents and other files with you throughout the program. We are prohibited from sharing documents with private Gmail accounts. More information about SDSU Google G Suite accounts and apps can be found here.

In addition to registration and email, the SDSUid gives you access to Microsoft Office 365 and other site-licensed software. (http://it.sdsu.edu/sdsuid/services.aspx)

UCSD Student Triton ID

As a Joint Doctoral Student, you are also a UCSD Student. Unless you live on UCSD Campus, a Student Triton ID Card is not required. However, previous students highly recommend you get your Triton ID Card because it entitles you to many discounts throughout San Diego. Submit your photo via the UCSD Photo Tool. During COVID times, a second form of identification is not needed for this process. The UCSD Co-Director will pick up all AuD student’s cards and will deliver it to you.

2.4.2 REGISTRATION AND WEBPORTAL

Registration at San Diego State University is administered through the Office of the Registrar. In nearly all cases, you will register online through the SDSU WebPortal. The WebPortal is your online resource for information about your student standing, registration, course schedule, transcripts, SDSU e-mail, and much more. Click here to log into your WebPortal account.

The “My Registration” link in WebPortal will allow you to view your registration date and time, obtain information about fees, add and drop courses, and much more. To view a Step-by-step registration guide, click here. Please note that this Step-by-Step guide was designed for undergraduate students. You will be completing this process as a graduate student. Current tuition information can be found here. The correct tuition category for our program is “Graduate”. You will have to activate your financial aid / loans before you are permitted to register.

For additional information regarding registration and records, contact the Office of the Registrar at 619-594-6871 or registrar@sdsu.edu.

2.4.3 REGISTRATION FOR CLINIC AND RESEARCH PRACTICUM

All clinic and research practicum courses are restricted. This means that you will need a schedule number in order to register for these courses. The schedule numbers are linked to specific faculty
members. Once the clinic assignments are determined and the student has the required clinic onboarding steps, Marla Fulton, the administrative assistant in the clinic office, will send students the appropriate schedule number needed to register. Research practicum (AUD 795, AUD 899) are linked to specific Ph.D. research faculty. The faculty member will send students the appropriate schedule number to allow their students to register.

2.5 PRACTICAL INFORMATION / LOGISTICS

2.5.1 EMAIL ACCOUNTS

As a doctoral student in a joint university program, students are required to maintain TWO active email addresses. One email address is an official SDSU email account linked to your SDSU ID; the second is the email address assigned to you through UCSD. Google gmail is used for the SDSU email accounts. We are required to use your official email accounts for all university business. **Students are expected to check SDSU email accounts daily.**

**Students are expected to check UCSD email accounts regularly** and to keep email information with UCSD registrar’s office up to date. Emails are sent to students from the Registrars and Office of Graduate Studies with important information such as deadlines for payments, deadlines for adding/dropping classes, registration holds, fees assessed etc. Students’ advisors do not have access to student accounts. Students **are solely responsible for making sure that their accounts are managed** properly. Students will also need UCSD email address to Canvas. Once students have signed into their account, they can use this link to redirect their emails ([https://acms.ucsd.edu/students/email/redirect.html](https://acms.ucsd.edu/students/email/redirect.html)).

2.5.3 STUDENT PARKING

Students may purchase a student parking permit at SDSU each semester. Doctoral students are eligible for an upgrade to a faculty/staff permit which gives students faculty/staff (F/S) parking privileges for no extra fee. Students must obtain an appropriate authorization letter from the SLHS administrative staff (Janet Park) and then take the student permit and the authorization letter to the Parking Services window (by Peterson Gym) to swap for a faculty/staff permit. The SDSU F/S permit allows students to park in any F/S designated parking structures (e.g., PS2, PS5). [https://bfa.sdsu.edu/campus/parkingtrans/parkingportal](https://bfa.sdsu.edu/campus/parkingtrans/parkingportal)

**NOTE:** Students are not permitted to park in the patient (220) parking spaces (Lot 2); these are reserved for the clinic patients.

SDSU and UCSD also have an agreement that supports reciprocal parking privileges for joint doctoral program faculty and students. Specifically, if a student has an SDSU parking permit, he/she can also obtain a special 10 day “scratcher” parking pass through the UCSD Gilman Parking Office (renewable if needed). If during Year 2, a student purchases a UCSD parking permit, he/she can also obtain a one-semester parking permit through the SDSU Parking Office. Prior to the beginning of each semester the program’s administrative assistant (Janet Park) submits a list of AuD students to the appropriate parking coordinators that makes them eligible for the reciprocal parking permits.
2.5.4 STUDENT HEALTH COVERAGE

- Most students use the SDSU Student Health Services, which is part of their registration fees. Some may also be on their parents’ insurance if they are less than 27 years old. Although not required, personal health insurance is strongly recommended if you are not covered on your parents’ insurance. General information about health insurance for students can be found here. Many students enroll in Covered California. There are several ways you can sign up for Covered California:
  1. Apply online at the [Covered CA website](#)
  2. Schedule an appointment with a certified enrollment counselor and apply in person ([find certified enrollment counselors near you](#))
  3. SDSU students can schedule an on-campus appointment with [San Diegans for Healthcare Coverage](#), (619) 231-0333.

2.6 ON-BOARDING PROCESSES

There are several steps that must be completed to prepare for the first semester. Typically, the SDSU and UCSD Co-Directors, Clinic Director and administrative staff will start sending students information about these processes during the summer before the first Fall semester. In addition, on- and off-campus clinics have onboarding requirements that must be completed before students can participate in clinical practicum experiences.

2.6.1 ESSENTIAL SKILLS AND FUNCTIONS DOCUMENT AND REQUEST FOR ACCOMMODATION

Professional practice in audiology requires mastery of a coherent body of knowledge and skills. In order to render a wide spectrum of patient care in a variety of clinical situations, individuals must have skills and attributes in five areas: Intellectual, communication, motor, sensory-observational, and behavioral-attitudinal. These skills enable a student to meet graduate and professional requirements required for state licensure and national certification.

Students must have and maintain all the essential skills and attributes as detailed in the “Eligibility Requirements and Essential Functions/Skills” document (hereafter referred to as the “Essential Functions document”), either with or without reasonable accommodations. Several items in the Essential Functions document are inherent skills that should be present when a student begins the program. These skills and attributes are necessary throughout the entire program.

During the early part of summer preceding enrollment, incoming students read, complete, and sign the Essential Functions document and indicates whether he/she needs accommodation(s) in order to meet the essential functions/skills listed. This form is returned to the Program Director.

If the Essential Functions document indicates a need for accommodation to meet the essential functions, the Program Director will contact the student to determine the nature of accommodations needed and refer the student to the appropriate campus resource office as appropriate (e.g. Student Ability Success Center at SDSU, Office for Students with Disabilities at UCSD, American Language Institute (SDSU)). Students are responsible for applying for Student Ability Success Center (SDSU) ([http://go.sdsu.edu/student_affairs/sds/](http://go.sdsu.edu/student_affairs/sds/)) and are encouraged to do so well before the beginning of the
academic year so that appropriate evaluation and, if necessary, accommodations, can be put into place. 'Reasonable accommodations' does not mean that students with disabilities will be exempt from completing certain tasks; it does mean that the program will work with students with disabilities to determine whether there are ways in which the students can be assisted toward successful completion of the tasks. Although the program is committed to reasonable accommodations, the safe practice of audiology requires a minimum set of physical and mental capacities. The well-being of other students, research participants, and clinical patients shall not be jeopardized under any circumstances.

Students are responsible for maintaining these essential functions throughout the duration of the program. If a student experiences changes that impact his/her ability to perform these functions and skills, he/she shall inform the assigned advisor immediately. A student disability evaluation/re-evaluation may also be recommended by program faculty should a change be noticed in a student's functional capacities.

The complete document “Eligibility Requirements and Essential Functions/Skills” can be found in Appendix A (APPENDIX A. ELIGIBILITY REQUIREMENTS AND ESSENTIAL FUNCTIONS & SKILLS).

2.6.2 GRADUATE/RESEARCH ASSISTANTSHIP HIRING PROCESS

Currently, all of the program's Year 1 assistantships at SDSU are classified as Research Assistants (RAs). These assistantships are funded from research grants and from the Audiology Clinic, which are operated through the SDSU Research Foundation. Students will be notified via email from administrative assistant, Janet Park, or from the faculty member funding the student, that a position has been requested for them. Students will continue to receive instructions from the Research Foundation for steps that must be taken to complete the hiring process. Students must report to the Human Resources (HR) Department of the Research Foundation to complete the sign-in process. HR will notify students with a sign-in date. Year 2 funding within the AuD program is limited. Faculty who have grants may have some funds available and small number of SDSU Clinic RA positions may be available.

2.6.3 AUDIOLOGY CLINIC PRACTICA ONBOARDING PROCESSES

2.6.3.1 OVERVIEW OF CLINIC ONBOARDING PROCESSES

Clinic onboarding requirements are required for SDSU, UCSD, and most off-campus clinic sites. These requirements vary with the clinical practicum site. The UCSD Co-Director and the SDSU Clinic Director will keep students informed regarding the requirements. Students are to respond promptly to onboarding request to avoid delaying the clinical practicum. See more information about the SDSU onboarding process here (Audiology Clinic Onboarding).

2.6.3.2 BACKGROUND CHECK – SDSU CLINIC

Background checks/fingerprinting are required at SDSU and many of the off-campus rotations, as well as by California's audiology licensing board. The fees for these background checks are the responsibility of the individual student. A history of a felony or a pattern of misdemeanor offenses may result in ineligibility for licensure. Consult with the individual licensing boards for guidance. Information about
how and where to complete background checks/fingerprinting will be provided by the Audiology Clinic Director.

2.6.3.3 IMMUNIZATIONS
Students must follow immunization requirements for both universities (see Graduate Bulletins).

A Clinician Health Certification Form, as proof of immunizations, must be completed upon entry to the program. If needed, immunizations can be obtained through the SDSU Student Health Services or through a private physician. Students will not be able to report for clinical rotations at facilities requiring immunizations if immunizations are not current. This is likely to impact a student’s progression through the program, prevent him/her from participating in a variety of clinical experiences, and could ultimately prevent graduation from the program.

**Year 1:**

On or before the first day of clinic, students are required to provide to **SDSU**:

1. Completed Clinician Health Certification Form (sent during summer prior to entering) regarding immunity for the following:
   a. Rubeola (Measles)
   b. Mumps
   c. Rubella (German Measles)
   d. Varicella (Chicken Pox)
   e. HEP B (recommended, not a requirement)
   f. Tdap (Tetanus/Diptheria/Pertussis/(recommended, not a requirement)
2. A record of a recent tuberculosis test (a negative skin test or blood test within last 12 months). If skin test is positive, student must have a chest x-ray showing absence of any active TB.

Note: Clinical assignments will be delayed until completed (and may affect clinic grade)

On or before the first day of clinic, students are also required to provide information to **UCSD**.

Access the UCSD Admissions website: "Welcome to UC San Diego: Admitted Students", then click on “Before You Arrive on Campus”:

1. Activate **UCSD My Student Chart** online health portal (used to document your immunizations).
2. Complete the **TB Questionnaire** online
3. Complete the **Immunization Requirements**

**In October of Year 1 at SDSU:**

Students are also required to get a seasonal influenza vaccine when this becomes available in October. Documentation of vaccination must be provided. Students who are unable to be vaccinated for flu will be required to wear a mask when seeing patients in the clinic.
Year 2:

Before you arrive on UCSD campus, students are required to have proof of the following immunizations (or go to student health.ucsd.edu) and uploaded to their Calipso student profile:

1. A record of a recent tuberculosis test (a negative skin test or blood test within last 12 months). If skin test is positive, student must have a chest x-ray showing absence of any active TB.

2. Flu shot (when available, usually around October). Flu shots are free with a UCSD employee badge (i.e. clinic badge).

Note: Students may not begin clinical orientations and assignments until completed (and may affect clinic grade).

Year 3 and 4:

Upload proof of the following to CALIPSO

1. Annual flu shot
2. Annual TB test
3. Immunization record from Year 2 covers what is needed for most Year 3 and 4 clinic placements; however, there may be some additional site-specific requirements (posted for each site on Calipso).

2.6.3.4 CLINIC LIABILITY INSURANCE

Students enrolled in fieldwork and/or clinical practicum in the program are provided with general and professional liability insurance through the California State University System’s Student Professional Liability Insurance Program (SPLIP). Courses that are covered under this policy: AUD 701, 801, 831, 871 (at SDSU), and AUD 284, 236 (at UCSD).

3.0 SDSU FACILITIES, EQUIPMENT AND ACCESS

3.1 CLASSROOMS

Most of the audiology courses are held in classrooms in our SLHS building, typically rooms 149, 201, 204, 247, and in the Instructional Lab (see below). There are many classes from other departments scheduled in our building, so it is unlikely that students would be able to use the classrooms for studying. All classrooms are equipment with “Smart Classroom” technology to enhance students’ learning experiences. Occasionally, classes will also be held in the Audiology Clinic.

3.2 INSTRUCTIONAL LAB AND LAB POLICY (SLHS ROOM 147)

3.2.1 PURPOSES OF THE INSTRUCTIONAL LAB

The Instructional Lab (IL) is a shared space used for two main purposes:

A. Instructional space. The IL is a space used for AuD Program instructional activities, course-related Labs, and student research. Students may use the lab for quiet studying and to work on program-related assignments.
B. **Auditory Physiology and Psychoacoustics Lab (APP Lab).** The IL is also used as the primary research lab for Dr. Dreisbach. Dr. Dreisbach conducts research studies using the sound booth and the adjacent equipment. More details on her lab space appear below.

### 3.2.2 WHAT FACILITIES ARE AVAILABLE FOR STUDENTS IN THE IL?

The IL is equipped with audiometric, electrophysiological, hearing-aid testing equipment, and software to support course-related activities and student research. There are also several PC-based computers in the lab that can be used for student schoolwork. The computers include the basic MS Word Office Suite. One computer has hearing aid fitting software and web-based reference software (EndNote) can be accessed form computers connected to the internet.

The printers in the IL are connected to a University-based printing system (GoPrint) that charges for each printed page. You will need to ‘load’ money on your SDSU ID card (using the machines at the library) and use the card swipe in the Instructional Lab to pay for printing jobs sent to the printer. Please refer to the instructions in the IL regarding the use of this system.

### 3.2.3 INSTRUCTIONAL LAB RULES

In order to maintain the working order, neatness, and professionalism of the IL, the following rules have been established. Failure to follow these rules may result in revocation of IL privileges and referral to the Student Review Committee to evaluate this misconduct.

1. **Use of computers.** The **IL computers are for schoolwork only.** Students may not use the computers for personal business, entertainment, or for any other purpose other than instructional-related activities or doctoral projects. Students are not to download items from sites that are external to the university. When computers become infected with viruses, they are removed from the IL. This has happened in the past and this hurts everyone in the program, as the computers are also used for teaching and lab assignments, not just student work.

2. **Eating in the lab.** There is to be ABSOLUTELY NO EATING in the IL. The lab is not a lunch room or a student lounge. All food consumption is to take place outside the building or, in cases of inclement weather, in hallways with chairs. The SDSU Student Union is a wonderful space with many places to eat your lunch and gather for socializing. There are also some nice tables in the patios of the SLHS building.

3. **Drinking in the lab.** Unflavored water may be consumed in the IL, but only at the table where there are NO computers or equipment. Students are not to consume any other liquids in the lab, including coffee, soda, or teas.

4. **Usage priorities.** Classes are sometimes held in the IL. If an IL lab class is in session, the IL may not be available for use by others. This is up to the discretion of the instructor and depends on the space and equipment usage needed for the class. The classes take priority. Likewise, if research participants are being tested, the use of the IL may be restricted during the testing period. There are federally regulated confidentiality requirements related to research participants that must be followed. Students are asked to please observe the “availability
signage” on the door; if classes are being held or a research subject is being tested, please ask if it is alright to work in the space.

5. **Trash.** Please use the recycling bin for paper. All trash should be removed regularly to receptacles outside the IL. Custodians do not empty trash in the IL.

6. **Security.** Do not prop the door open. The IL houses very expensive equipment and students often leave valuables in the space. Please do not leave the door open when there is no one in the IL. If a student forgets their key card, he/she must make other arrangements for the day (find a friend!).

7. **Personal belongings.** No personal belongings should be left out in the IL when not being used; belongings left in the IL during the day should be stored neatly under the desks (not laying in the middle of the floor or strewn over tables) and should be taken home at the end of the day. The IL should always remain neat, as visitors, administrators, faculty, etc, may enter at any point in time.

8. **Bulletin board.** The bulletin board is to be used by SAA to convey upcoming events/information and some program-related photos may be displayed. This board is for ALL students, even though 1st year students spend the most time in this space. All the materials on the board must be professional and program-related. There are frequently visitors from outside the program, so maintaining the IL is important.

9. **Dr. Dreisbach’s research lab.** Dr. Dreisbach uses a portion of this space (sound booth and computer next to black equipment rack in back portion of IL) as her research lab. The IL should remain presentable at all times so research participants will feel comfortable in the space. If signage indicates a subject is being tested, students are welcome to ask for permission to work in the IL, but if permission is granted, please refrain from talking or making a lot of noise.
   a. Items purchased with funding to Dr. Dreisbach have been labeled as such. Please do not open cabinets/drawers labeled APP Lab unless instructed to do so by Dr. Dreisbach or one of her GAs.
   b. The cabinet in the sound booth is to only hold equipment, no personal belongings (e.g., magazines, books, paper plates, etc…). Again, the cabinet should not be opened by anyone other than employees of Dr. Dreisbach. Any equipment needed for classes/labs, will be out and available for student use either hanging on the sound booth wall or laying on the cabinet.

10. **The recliner chair in the sound booth.** The recliner chair should ONLY be used for testing subjects or classmates for laboratory assignments. Lounging/sleeping in the chair is not permissible. The lever for the footrest can be found on the side of the chair. The footrest MUST be returned to the down position when testing is complete. This is a very expensive chair that is needed for research participant testing (2+ hours each session). It is leather, so it can be cleaned in between sessions. Please treat the chair with respect.

11. **Turn off all test equipment.** Test equipment should be turned OFF when done being used. No test equipment should be left on overnight. Please leave the computers ON.

12. **Noise levels.** Please keep noise and talking to a minimum:
A. Take personal phone calls outside the IL, and silence cell phone when in the IL.

B. Be considerate of other students and faculty who are studying or using the IL for educational purposes. Report any issues/concerns or ideas how to improve utilization of this space immediately to Dr. Dreisbach or the SDSU AuD program director.

3.3 COMPUTER LAB FOR STUDENTS (SLHS ROOM 144)

The Computer Lab is equipped with five PC-based computers in the lab that can be used for student schoolwork. The computers include the basic MS Word Office Suite, and several have statistical software (Statistica) and/or other software programs that may be used to complete research and class assignments. There is also a plotting program (SigmaPlot) that is preferred by many of the faculty for students to use for their doctoral projects. You may send printing jobs to the GoPrint system for printing (see Section 3.2.2 above)

Computer lab rules

The following rules have been established. Failure to follow these rules may result in revocation of IL privileges and referral to the Student Review Committee to evaluate this misconduct

1. Use of computers. *The computers are for schoolwork only.* Students may not use the computers for personal business, entertainment, or for any other purpose other than instructional-related activities or doctoral projects. Students are not to download items from sites that are external to the university. When computers become infected with viruses, they are removed from the IL. This has happened in the past and this hurts everyone in the program, as the computers are also used for teaching and lab assignments, not just student work.

2. Storing files on the shared computers. Long term (i.e. more than a few days) storage of files on and SLHS computer is not permitted. Starting in 2019029, folder contents will be deleted each week by clearing routines set up by the university. Students should carry portable media or upload their files to cloud storage. In addition, work related to assignments should never be left on a computer because it is available to others to read and is considered a form of unauthorized collaboration.

3. Eating in the lab. There is to be ABSOLUTELY NO EATING in the Computer Lab. The lab is not a lunchroom or a student lounge. All food consumption is to take place outside the building or, in cases of inclement weather, in hallways with chairs. The SDSU Student Union is a wonderful space with many places to eat your lunch and gather for socializing. There are also some nice tables in the patios of the SLHS building.

4. Drinking in the lab. Unflavored unsweetened water may be consumed in the provided that is not near the keyboard. Students are not to consume any other liquids in the lab, including coffee, soda, or teas.

5. Usage priorities. On rare occasions, classes may be held in the Computer Lab. If class is in session, the lab will not be available for use by others.

6. Trash. Do no leave any trash in the Computer lab. Custodians do not service this room.

7. Security. Do not prop the door open if you are not in the room.
8. **Personal belongings.** Personal belongings should be stored neatly under the desks and should be taken home at the end of the day. The Audiology student labs should always remain neat, as visitors, administrators, faculty, etc, may enter at any point in time.

9. **Leave the computers on.** The computers are connected to the University network; automatic updates will be done periodically.

10. **Noise levels.** The computer room is considered a quiet work area, not a meeting room. Please keep noise and talking to a minimum:
    - A. Take personal phone calls outside the lab, and silence your cell phone when in the lab.
    - B. Be considerate of other students and faculty who are studying or using the lab. Report any issues/concerns or ideas how to improve utilization of this space to the SDSU AuD Program Director.

### 3.4 CLINIC AND CLINIC FACILITIES

#### 3.4.1 USE OF CLINIC EQUIPMENT FOR CLASS ASSIGNMENTS.

Clinic spaces and facilities are intended primarily for clinic and research use. With permission, however, students are permitted to use clinic facilities to complete courses assignments that required use of clinical equipment (e.g. AUD 702, AUD 710, etc.). Students are expected to clean up the area after use and return all equipment to the state in which they found it (e.g. typically computers are left on and other equipment is turned off). Students are not permitted to use the equipment and facilities during clinic sessions, unless they have obtained prior permission from the Audiology Clinic Director, Dr. Kirsch. Student have 24/7 access to the clinic given them ample opportunities to complete the assignments that require the use of clinic facilities. When possible, students are encouraged to use the instructional lab instead of the clinic.

#### 3.4.2 USE OF CLINIC COMPUTERS FOR CLASSROOM ASSIGNMENTS OR PERSONAL WORK

Clinic computers should not be used to complete non-clinic-related assignments, access course materials complete other personal work. Also, the personal use of clinic printers is prohibited. The computers may be used for reports, documentation, and work related to direct patient care that is part of a clinic rotation (AUD 701, 801). Graduate assistants hired to work in the clinic may use all facilities and computers to carry out their assigned work but may not use the computer during non-work hours for personal work.

### 3.5 KEYS AND ELECTRONIC ACCESS CARDS

Students in the Audiology Joint Doctoral Program have electronic access keys to enter the building (24/7 access), the Instructional Lab, the Student Computer Room, and the Audiology Clinic electronic entrance door. Students will also have physical keys to open other areas of the building such as the clinic treatments and the entrance to the diagnostic sound suites. Research lab keys will be provided to students working in Dr Dreisbach’s, Dr. Mackersie’s, Dr. Preminger’s, or Dr. Torre’s lab as needed.
Keys authorization cards are issued at the beginning of the program. The student is responsible for returning the key (s) once his/her assignment is finished. Students must take the key authorization card to the Key Issue Office at SDSU to pick up the physical keys and activate the electronic access function on the SDSU ID. Lost SDSU IDs must be reported immediately so that the electronic access can be canceled.

The key issue office is near Peterson Gym and the campus Police Department.

http://www.myatlascms.com/map/index.php?id=801#lct/11921,15205,31560,31559,20161,12164,16202,16203,16235,16236,16748,17005,17006,12160

### 3.6 FAMILY AND FRIENDS USE OF FACILITIES

The instructional labs (including research instructional labs), the clinic and the classrooms are intended for AuD student-related and research-related work only. Generally, friends and family are not permitted to use or hang out in these spaces unless they are serving as a research participant or serving as a participant for a class laboratory assignment. If circumstances arise in which a student would like to invite a friend/family member into the lab for a short time, the student may request permission from Dr. Dreisbach for the Instructional Lab, Drs. Mackersie and Torre for SLHS 138/140, and from Dr. Kirsch for the clinic, before the visit. If permission is granted, friends/family members should never be left alone in these spaces; there are issues related to confidentiality, liability, and equipment security that necessitate this policy. Family or friends should not be invited to attend a class unless the instructor has granted explicit permission to do so. Note: Faculty permission is not required if students are simply giving friends/family a tour of our facilities.

### 3.7 CAMPUS FACILITIES AND RESOURCES FOR STUDENTS

The university has a variety of resources for students including computer labs, study rooms, and even a meditation chair in Center for Well Being.
3.7.1 LIBRARY GROUP STUDY ROOM

Students with a valid SDSU ID may reserve a library group study that will accommodate 3-10 people. This is a great to prepare for quizzes and exams. The study rooms are equipped with LCD monitors that permit users to hook-up a laptop to display/share information.

https://library.sdsu.edu/spaces/reserve-study-room

3.7.2 CAMPUS COMPUTER RESOURCES AND SOFTWARE

There are additional computer work stations at the library. In addition, the Student Help Desk is located at the library. Help with Canvas (Web-based Learning Management System used in all courses), wireless services, and software is available

https://library.sdsu.edu/computers-technology#computer-help

Software downloads

We have a site license for several programs that we use including the complete MS Office suite and EndNote (bibliography software). The software can be downloaded from this site with a valid SDSU ID.

https://library.sdsu.edu/computers-technology#computer-software

3.7.3 CENTER FOR WELL BEING

The Center for Well Being offers a quiet place to relax, with 7 stations for self-exploration and self-renewal. No appointment needed! Try meditation and art therapy, learn relaxation tips, enjoy a Zen rock garden, explore the library, try the egg chair, and more.

http://go.sdsu.edu/student_affairs/healthpromotion/cps.aspx

3.7.4 DIVISION OF STUDENT AFFAIRS

The Division of Student Affairs has a number of other departments and resources to help students succeed.

http://go.sdsu.edu/student_affairs/

4.0 CURRICULUM

The SDSU/UCSD Joint AuD Program is a comprehensive and intensive program. Students should expect to be very busy throughout their doctoral level education, and at times may feel overwhelmed and feel we are not sensitive to their needs to “have a life”. We understand those feelings, but we are committed to providing students with a cutting-edge education that we know will put them well ahead of their peers in other programs. We assume that students want the best experience possible, and we know from our alums that our students will be highly competitive in obtaining an externship and in the job market.

…. What our Alumni say
“TI AM DEFINITELY SATISFIED WITH HOW THIS PROGRAM PREPARED ME FOR MY CLINICAL PLACEMENTS AND EMPLOYMENT. I AM SURE I GOT THE BEST EDUCATION POSSIBLE OUT OF THE PROGRAMS I COULD HAVE ATTENDED.”

“SDSU/UCSD AUD PROGRAM ALWAYS KEPT THEIR STANDARDS HIGH. THAT TYPE OF TRAINING IS KEY. THESE HIGH STANDARDS STAY EMBEDDED IN THEIR STUDENTS THROUGHOUT THEIR CAREER AND HELP KEEP THE PROFESSION OF AUDIOLOGY AT THOSE HIGH STANDARDS AS WELL.”

4.1 CURRICULUM SCHEDULE BY TERM

The AuD Program is a four-year program, including the summer semesters. A semester system is used at SDSU and a quarter system is used at UCSD. The course requirements are in a structured lock-step curriculum, i.e., everyone takes essentially the same set of courses/clinic in the same sequence. Occasionally, course sequences and offerings may be adjusted to meeting faculty needs (e.g. sabbaticals). Requirements include didactic (non-clinical) courses, clinical practice, clinical and research methods labs, clinical staffing courses, and a doctoral research project. An exact degree unit minimum is not specified due to the mixing of semester units (SDSU) and quarter units (UCSD) and differences in clinical hours at different settings; however, the program is approximately 145 semester-equivalent course units, including 6 units of doctoral research project. Most of the courses in Years 1, 3, and 4 are at SDSU, and in Year 2 at UCSD.

In addition to the university courses, students are to enroll (and pay the Special Program Fee) in “Audiology Symposium” (zero units) each semester through the College of Extended Studies at SDSU. Instructions and deadlines for enrolling through the CES are emailed to students each term.

See the table of curriculum offerings by term on the next page.
## YEAR 1 CURRICULUM

<table>
<thead>
<tr>
<th>Term 1</th>
<th>FALL</th>
<th>Term 2</th>
<th>SPRING</th>
<th>Term 3</th>
<th>SUMMER</th>
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<td>SDSU 712</td>
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<td>SDSU 710</td>
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<tr>
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<td>SDSU 735</td>
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## YEAR 2 CURRICULUM

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<tbody>
<tr>
<td>UCSD 236</td>
<td>Clop Precept (see note)</td>
<td>2</td>
<td>UCSD 274</td>
<td>AudTech Ampli</td>
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<tr>
<td>UCSD 257</td>
<td>Ear Dis &amp; Treat</td>
<td>3</td>
<td>UCSD 284</td>
<td>Clinic</td>
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<tr>
<td>UCSD 263</td>
<td>Tests of Vestib Funct</td>
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<td>UCSD 205</td>
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<tr>
<td>UCSD 284</td>
<td>Clinic</td>
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<td>UCSD 278</td>
<td>Seminar in Audiology</td>
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<td>(qtr units) UCSD 15-20</td>
<td>(qtr units) UCSD 15-20</td>
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## YEAR 4 CURRICULUM

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**NOTES:**
- In Year 2 at UCSD, you must also enroll in 6 units at SDSU: 796 (or 795 if you are doing a research practicum) + 837.
- If you do an (optional) YR-2 research practicum, this will count as your UCSD elective and you must enroll.
- Otol Preceptorship and elective are only taken one of the quarters.
- If externship begins after June 30, enrollment in 871 delayed (fall, spring, summer).
- You must complete at least two terms of doctoral project (299 at UCSD and/or 899 at SDSU).

**EACH SEMESTER STUDENTS MUST ALSO ENROLL IN AUDIOLGY SYMPOSIUM THROUGH CES**
As described in Section 2.2 Prerequisites, students must complete prerequisite courses to be advanced to candidacy. The faculty strongly recommends that students complete the prerequisites before they arrive because the AuD academic schedule allows little time for extra classes. **Students will not be advanced to candidacy and cannot start the 3rd year of the program or the externship until the requirements are completed.**

**American Sign Language (ASL)**

Students who have taken three years of ASL in high school in courses that appear on the high-school transcript will have satisfied the ASL prerequisite once the transcript is verified.

AuD students who have not satisfied the prerequisite must take ASL through a university or local community college. American Sign Language (ASL) is offered at SDSU and a local community college; however, students have not been very successful at taking these courses because other students have priority and/or the courses conflicts with AuD courses or clinic assignments.

For students who have not satisfied the ASL prerequisite, the following two online courses have been approved by faculty. The fee for the course is paid directly to the institutions

**Columbia College.**

On-line: Columbia College AMSL 101 American Sign Language I; Online 3-unit course:  

Search for the American Sign Language course (AMSL101A or AMSL 101B).

**Gallaudet University**[https://www.gallaudet.edu/american-sign-language-programs](https://www.gallaudet.edu/american-sign-language-programs)

Online: The Gallaudet online introductory ASL course (ASL I) is a 3-unit course  
https://www.gallaudet.edu/american-sign-language-programs/online-asl-courses

Note: The online courses also fill up, but students may be placed on a waiting list. Although expensive (approximately $950-$1000), students’ impressions of the online courses has been very positive.

**Testing out of the ASL prerequisite requirement**

Occasionally students will learn ASL early in their lives without taking a formal course. If you believe that you are proficient in ASL but you have never taken a course or are unable to provide a college transcript, you may satisfy the prerequisite requirement successfully completing an ASL proficiency exam. Gallaudet University offers an American Sign Language proficiency interview (ASLPI). Students may satisfy the ASL prerequisite by earning a “Level 1” or higher score on the ASLPI. Test results must be provided to the AuD program. More information about the program is provided here:

https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi
There may also be a local proficiency exam option at SDSU if you believe you have ASL proficiency equivalent to the proficiency attained from passing an ASL course. Discuss this option with your advisor.

4.3 ELECTIVE COURSE AT UCSD

Each student completes one approved elective course, usually during Year 2 at UCSD, either in fall, winter, or spring quarter. However, the elective requirement may also be satisfied if the student takes AUD 795 at SDSU (approved by an SDSU faculty member). In that case, the student is to enroll in AUD 296 (3 units) at UCSD and AUD 795 (3 units) at SDSU. Students should obtain approval of the UCSD Co-director (Dr. Zettner) prior to enrolling to be sure the elective does not conflict with other program commitments/assignments. Instructor’s permission is also often required for many of the courses. See the AuD UCSD website http://surgery.ucsd.edu/divisions/Otolaryngology/education/jdp-audiology/Pages/courses.aspx for more information on electives.

Note: Courses in the School of Medicine follow an earlier schedule (before the start of the term) than the AuD courses, so students should plan accordingly. These typically begin the second week of September.

Popular choices (but not limited to): FPM 246 Occupational Health and begins on Sept 8th. Enrollment information for FPM 246 will be provided (needs to be approved by the instructor).

- **FPM 246 Occupational/Environmental Health (most popular)**
- FPM 285 Issues and Dilemmas/Clinical Trials
- FPM 241 Aging Social and Health Policy Issues
- FPM 243 Genetics and Preventative Medicine
- FPM 245 Elements of International Medicine
- FPM 252 Doctors of the World-Case Studies in Global Health
- FPM 260 Cases/Health Care Programs; Poor and Underserved Populations
- FPM 272 Community Advocacy (UCSD Student Run Free Clinic)er courses must be approved by the academic advisor.
- AUD 795 (3 units) + AUD 296 (3 unit)

4.4 CALENDAR AND COURSE SCHEDULE ADHERENCE POLICY

**Students are expected to attend all classes and clinic sessions.** If students are unable to attend a class or clinic session, they are expected to notify the instructor or clinical preceptor promptly. The academic schedule, including those listed in the syllabus, cannot be modified to accommodate students’ personal activities (e.g. interviews, vacations, etc.). Such modifications are prohibited by the audiology division and university policies. Exceptions may be made in the case of documented student illness or an emergency involving the immediate family (mom, dad, siblings). Please notify the instructor immediately should this occur. Reasonable accommodations may also be made for religious observances if, by the end of the second week of classes, the student notifies the instructor of the conflict.

**Students are not allowed to miss class for externship interviews.** If a site is requiring an interview
that would interfere with a normally scheduled class meeting, the student should notify the audiology clinic director. The clinic director will contact the site to discuss alternatives for the interview.

### 4.5 COURSES AND COURSE-RELATED POLICIES

#### 4.5.1 COURSES

Typically, students take a total 26 courses during the AuD program. The year 1 and 3 courses are held at SDSU; the year 2 courses are held at UCSD, and the year 4 course is an online course (On-line Integrative Seminar). A variety of pedagogical styles are used to encourage integration of material including didactic, group discussions, team projects, seminars, laboratory demos and exercises. Course instructors are in close communication with clinical preceptors during the first two years to ensure that clinic expectations are compatible with the release of course content.

#### 4.5.2 USE OF ELECTRONIC DEVICES IN CLASS POLICY

If a student wishes to record faculty lectures and/or use a computer or smart phone to take notes, he/she is to ask instructor for prior permission. The intellectual material in these recordings is the property of the instructor and is to only be used for the student’s immediate educational needs and not to be shared publicly. It is strictly forbidden to use computers and smart phones during class for any other activity, e.g., email, surfing the web, Facebook, or doing work for another class or other personal business not related to the class.

#### 4.5.3 OTHER COURSE POLICIES IN SYLLABUS

Each faculty member includes several university and classroom policies in the syllabus for each course and clinic practicum. It is the student’s responsibility to carefully read and adhere to the course policies described in each syllabus. Failure to adhere to a syllabus policy is considered student misconduct; this may result in referral to the University Student Judicial Review for action per university policy.

### 4.6 RESEARCH CURRICULUM OVERVIEW

There are several components of the research curriculum that culminate in the completion of an independent Doctoral Research Project.

**Year 1.** During the first year, students complete research practicum to complete required training related to research ethics and human subject’s regulations and to gain skills in using research tools used in clinical research. Typically, students also take two classes on research and evidence-based practice to learn the basics of research, statistical tools, and the critical evaluation of research designs.

**Year 2.** During year 2 most students complete research practicum to work directly on preparation of a research proposal for the Doctoral Research Project, to begin the writing process, and/or to begin data collection on a research study that may develop into a doctoral project.

**Year 3.** During year 3 students are expected to complete data collection and a formal write-up of the Doctoral Research Project. Students present the research at an open forum by the end of the 3rd year.
More information about the Doctoral Research Project is provided in the next section.

### 4.7 Doctoral Research Project

Each student will complete a data-based doctoral research project. The doctoral project is to be completed by the end of the Year 3 (beginning of May). Only research-based projects that generate new information will be approved (see next section). The student’s doctoral project committee consists of two AuD program faculty eligible to serve on the committee (one from each campus); one of these committee members will serve as chair. There must also be a third committee member (outside of program), approved by the student’s doctoral project chair and eligible to serve as determined by the graduate deans of both campuses. The third committee member must be a full-time, tenured (or “in-residence” in the School of Medicine) faculty member who is not an AuD program faculty member. Students must get an AUD-2 (Committee) and AUD-3 (Advancement to Candidacy) approved (see AuD Forms-completion Procedures). Depending on the project, the student and the chair may include a fourth committee member who has specific expertise in the research topic, but who is not eligible to be a primary committee member.

#### 4.7.1 DEVELOPMENT & CHARACTERISTICS OF THE DOCTORAL PROJECT RESEARCH TOPIC

Students are encouraged to talk with a variety of faculty about possible ideas for a doctoral project. Only research (data)-based projects will be approved, but projects may be based on existing data from someone’s lab or clinical chart reviews projects may be based on existing data. Clinical case studies are not appropriate for a doctoral project (i.e. in which results of a small number of patients are only compared to normative data). Single-subject research designs involving a small number of subjects **may** be appropriate if the design includes a sufficient number of within-condition replications to enable meaningful statistical analyses of the independent variable(s) at the individual subject level.

#### 4.7.2 DOCTORAL PROJECT COURSE ENROLLMENT REQUIREMENTS

Students are to enroll in the Doctoral Project course at SDSU (AUD 899) or UCSD (AUD 299) depending on where the doctoral project chair resides. If the chair holds a joint appointment at both SDSU and UCSD, the student will register for the doctoral project at the university at which the research will take place. To be eligible to enroll in AUD 899/299, the student must be Advanced to Candidacy. The student must earn course credit in AUD 899/AUD 299 in at least two terms (semester or quarters) for a total of 6 units. The student should enroll in AUD 899/AUD 299 (after Advancement to Candidacy) during the fall and spring terms of Year 3, and during any term in which university faculty and/or resources are used. The student must be enrolled continuously in AUD 899/AUD 299 until completion of the project, except during summer term. A student does not have to enroll continuously during an approved leave of absence. If a student is using resources on either campus (including equipment or faculty) he/she must be enrolled in 899/299 and pay associated fees. If a student has completed all requirements **except** for the Doctoral Project and is enrolled in AUD 299 at UCSD, the student must also be enrolled at SDSU (AUD 897) and must pay tuition and the special program fee.
4.7.3 TIMELINE STANDARDS FOR COMPLETION OF DOCTORAL PROJECT

The standard deadline for completion of the doctoral project shall be the end of Year 3 (May). The student's doctoral project chair will notify the student's advisor and the Student Review Committee if the project is not completed by this deadline. For those not meeting the Year 3 deadline, the advisor will indicate “Improvement Needed” on the Student Evaluation and Recommendation (SER) form for each term from the Year 3 deadline through the end of Year 4. Students who do not meet the Year 3 deadline will meet with the doctoral project chair to establish specific milestones. Students who do not make adequate progress on the specific milestones during Year 4 may be referred to the Student Review Committee, and he/she is subject to dismissal from the program. If the doctoral project is not completed by the end of Year 4 (May), the student's advisor will indicate “Unsatisfactory” performance for Doctoral Project on the SER during the student’s evaluation. The student’s advisor will inform the Student Review Committee, which will formally review the student’s situation and make appropriate recommendations and/or establish additional required milestones. Students will be subject to termination from the program if any of the established milestones are not met during the fifth year.

4.7.4 DOCTORAL PROJECT SUMMARY: DEVELOPMENT, DISTRIBUTION, AND POSTING

- The student is to obtain approval from one of the full-time Ph.D. program faculty (from either campus) to serve as his/her Doctoral Project Committee Chair.
- The student, with project chair’s assistance, will write a 1-page project summary to include a short background, rationale, purpose, hypotheses (if applicable), summary of the methodology, and planned statistical analyses. Students are encouraged to review some of the Doctoral Project Summaries posted on Canvas – especially for projects chaired by the same mentor.
- After approval of the Doctoral Project Summary by the project chair, the student will assume responsibility for emailing the Doctoral Project Summary to the following research faculty for review and comment (vetting): Drs. Dreisbach (ldreisba@sdsu.edu), Mackersie (cmackers@sdsu.edu), Torre (ptorre@sdsu.edu), Harris (jpharris@ucsd.edu), Ryan (afryan@ucsd.edu), and Zettner (ezettner@ucsd.edu).
  - Reviewers will have five working days to review the summary. Feedback from the reviewers should go to the all the research faculty and the student.
  - Reviewers will consider the suitability of the proposed project for satisfaction of program requirements, suitability for completion within the required time frame, and may make suggestions regarding the topic and/or design.
  - If there are strong objections to the project by the majority of the reviewers (with regard to the suitability of the project for satisfaction of program requirements), or if there is insufficient information in the summary, the project chair will make modifications to the project to comply with program policy.
  - If there are no strong objections, but reviewers have minor concerns or suggestions, then modifications to the summary or project design may be made, at the discretion of the project chair, to satisfy the minor concerns of the reviewers.
• After the doctoral project summary is finalized (after vetting by the research faculty), the student should discuss other potential committee members with the project chair. The student should then contact with the potential committee members (may need to send them copy of approved summary). If willing to be on the committee, the student should have him/her sign the AuD-2 form.

• The Doctoral Project chair will post the final Doc Project summary on Canvas after it has been vetted by the Executive committee, will log the date it was posted on the AuD student database, and will indicate the date posted on the AUD-2 form. (Note: if the chair is at UCSD, the student will send a copy of the summary to Dr. Zettner to post on Canvas).

• Once the AuD-2 form is signed by all committee members, the student is to take the AUD-2 to Dr. Zettner for online submission (see Forms Completion Procedures).

4.7.5 CONDUCTING AND COMPLETING THE DOCTORAL RESEARCH PROJECT

1. Discuss with your project chair any specific timelines and expectations to best ensure a timely completion.

2. Discuss any ownership rights regarding data and publication with project chair.

3. Obtain IRB approval if study involves human research. Discuss this with your project chair, and if needed, write an IRB proposal with assistance from your project chair. The project chair is to be the principal investigator on the IRB proposal. There is a form that is to be submitted to indicate that it is a joint doctoral project so that both campuses are informed; however, only one IRB proposal need be submitted.

4. Become Advanced to Candidacy (AUD-3). See section 12.1 (AuD Forms) and Section 12.3 Advancement to Candidacy.

5. After being Advancement to Candidacy, enroll in AUD 899 at SDSU or AUD 299 at UCSD. The student must enroll in 3 units of doctoral project each semester/quarter until graduation, unless on an approved leave of absence. A minimum of 6 units of credit in doctoral project courses is required for graduation. If enrolling in AUD 299 at UCSD, the student must also be enrolled in one or more of the SDSU program courses or 3 units of AUD 897.

6. Collect and analyze data. Be sure to use the IRB-approved (stamped) consent forms.

7. Write the formal doctoral project document with primary assistance from chair. Note: It takes several drafts to get the project in a final form, and generally takes about 1 year to complete the analyses and written document.

8. Complete the document with all required sections. All written documents will include an abstract, introduction, methods, results, and discussion. Requirements for additional sections and/or Appendixes may be required by your mentor. The subsections will vary with the project. Review and use the scientific writing resources section of Canvas (Joint Program Resources Canvas site) before attempting to write the paper.
9. Once approved by project chair, the student circulates the draft of the complete written document to the committee members for feedback and approval. Final approval of the written project must be obtained approximately 1 week prior the oral presentation (dates to be set for May and December).

4.7.6 COMPLETION OF DOCTORAL PROJECT PAPER AND PRESENTATION OF THE PROJECT

1. **Prepare abstract for the Doctoral Project Presentation Forum.** The abstract must be approved by the chair. If a student have final approved from the committee and is approved by the Chair to present, the student is required to send the abstract to the SDSU AuD Administrative Assistant (Reya Gredonia; email: rgedonia@sdsu.edu) – Please copy Dr. Mackersie on the email. If a student is approved to present, the student is required to send the title of the project and the approved abstract; this document is typically due one week before the presentation. The SDSU Co-Director will let you know the due date for the term you will be presenting.

We will include all student abstracts in the announcement for the Doctoral Project Presentations. Below is an example of an abstract in the format / font needed for the flyer.

The abstract should be formatted in the following way:

<table>
<thead>
<tr>
<th>Black Font: Times New Roman 10 pt; single spaced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your name [bolded]: Project title [italicized]. Committee members: e.g., Laura Dreisbach (SDSU), Erika Zettner (UCSD), Sonja Pruitt-Lord (SDSU)</td>
</tr>
</tbody>
</table>

**Stacey Ochoa Armas:** *Benefits of Directional Microphones for Understanding Speech in Noise in Cochlear Implant Users.* Committee Members: Erika Zettner (UCSD), Carol Mackersie (SDSU), Jessica Barlow (SDSU)

Cochlear implants (CIs) have vastly improved the quality of life for individuals who cannot benefit from traditional amplification. However, even the most proficient cochlear implant users continue to have difficulty understanding speech in noise. Directional microphones are frequently used as a strategy to improve performance in this area. Currently, audiologists use their best clinical judgment when deciding which microphone configuration to use for programming cochlear implant processors; however, there is little research examining if different types of speech noise affects CI users’ performance when using directional microphones. This study seeks to compare the effects of directional processing on speech perception in two different types of realistic competing signals and to assess if there is a difference in performance between the two CI manufacturers. A total of 10 subjects participated in this study (four subjects used Advanced Bionics (AB) sound processors and six used Cochlear Corp). Subjects were asked to repeat HINT sentences in four listening conditions: using omnidirectional and directional microphones with two different types of speech noise, which was systematically adapted during testing. Performance in each listening condition was measured by sentence reception for threshold for speech (SRT), defined as the average signal-to-noise ratio that allowed participants to correctly repeat the equivalent percentage of words in noise compared to their respective scores in quiet. SRTs for each listening condition were compared. Results indicated the use of directional microphones provided a statistically significant benefit in noise as demonstrated by a lower SRT. Trends associated with the type of competing signal and CI manufacturers were not statistically significant.
2. **Print, duplicate, and bind the paper**: The final approved paper must be printed double-spaced with continuous page numbering from the beginning to the end of the document (including the appendices). The student is required to submit at least 2 bound copies of the doctoral project: 1 for the Chair; 1 for AuD Doctoral Project Library. The student should also consult with the project chair regarding additional copies of the project that may be needed for the other committee members. The paper should be bound using the following materials:

   - **Front**: Clear plastic cover
   - **Back**: Black plastic cover
   - **Binding**: Black COMB binding (not spiral binding)

3. **Present the doctoral project at the Doctoral Project Presentation Day** (open forum) on the designated date in May or December. The student must be enrolled in AUD 899 or AUD 299 in the semester he/she presents his/her project.

   Students may not present until the final paper is approved by all committee members. The deadline for final approval varies each semester; it is usually one week before the presentation date. Check the Google Audiology calendar or ask your mentor if you are unsure of the deadline. Students who do not meet the approval deadline will complete the presentation requirement in a later term.

   **Students are advised to send their PowerPoint slides to the mentor a minimum of one week before the presentation.** You mentor may make suggestions.

   Typically, presentations are 20 minutes with 10 minutes for questions. During some terms, the presentation time may be cut by 5 minutes to accommodate a larger number of students. The SDSU Co-Director will let students know if the presentations duration changes.

   Students sometimes feel nervous about the presentation, but the presentation has uniformly been a feel-good event. Sometimes students invite family members. It is a happy time – a chance for you to show off all the hard work you have done.

4. **AUD-5 Committee Signatures.** After the doctoral project presentation, the SDSU Co-Director or designated administrative assistant will complete the **AUD-5 (AdobeSign) form** and route this to the Doctoral Project Committee Members for signature. The form will not be initiated until the student has passed the Third-Year exam and has provided a hard copy of the written research project to the SDSU Co-Director. Delay in providing this required hard copy may delay graduation. Please refer to the document posted on Canvas (under Doc Projects) entitled “*Doc Project Paper and Presentation – final steps.docx*”; the document includes a template for the title/signature page.

5. **Submit a Final IRB Report or Continuing Project Report to the IRB.** Note: if you and your mentor plan to publish or present the work, you may close the project provided that all the data are de-identified. Closing the project allows researcher to continue analyzing de-identified data.
4.8 CLINICAL CURRICULUM

4.8.1 OVERVIEW

Throughout the program of study, each student will progress through a variety of clinical experiences involving patient assessment and management. Clinic experiences will require concurrent enrollment in clinic courses appropriate for the campus in which they are doing their clinical work. These precepted clinical experiences are completed in the SDSU Audiology Clinic, UCSD Otology Clinics, and in community field sites. All students will have at least one quarter of a clinical rotation with otology staff associated with UCSD (AUD 236: Preceptorship in Otology), wherein the student accompanies one of the otology faculty during his/her clinics and receives training in one or more of the following areas; clinical otology, pre-and post-operative assessment of patients, pharmacology related to otology, and design & implementation of clinical trials with balance disorders.

Students obtain audiology clinical experiences beginning in Year 1 and continuously throughout the 4 years of the program. Each student will receive, approximately, the following number of clinical hours:

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>70 hours</td>
</tr>
<tr>
<td>Year 2</td>
<td>105 hours</td>
</tr>
<tr>
<td>Year 3</td>
<td>300 hours</td>
</tr>
<tr>
<td>Year 4</td>
<td>&gt;1,800 hours</td>
</tr>
<tr>
<td>Total</td>
<td>&gt;2,300 hours</td>
</tr>
</tbody>
</table>

Students receive intensive and broad-based clinical training in a variety of clinical settings. Students are exposed to a diverse group of clients across the life-span with diverse ethnic, cultural, and linguistic backgrounds, and multiple disabilities. Major emphasis is on learning state-of-the-art techniques, grounded in evidence-based practice, to meet the current challenges and standards in diagnostic, treatment, and rehabilitative care of patients with auditory and vestibular disorders. Through the clinical practicum experiences and the externship, students learn to apply much of what they have learned in classes, as well as develop additional skills and levels of clinical independence. Students will:

- Identify, assess, diagnose, interpret, and manage test results related to disorders of hearing, balance, and other neural systems.
- Conduct and interpret behavioral, and electrophysiological tests used to assess hearing, balance, and neural system function and conduct and interpret electroacoustic tests of sensory aid function.
- Perform otoscopic examinations in order to evaluate its effects on hearing test results, hearing aid use, and/or making ear impressions, and to make appropriate referrals if needed.
- Select, evaluate, fit, and facilitate adjustments to hearing aids and other assistive hearing devices.
- Acquire knowledge regarding the evaluation and management of children and adults with auditory processing disorders.
● Acquire knowledge of newborn hearing screening techniques and implementations.

● Observe/participate in electro-diagnostic tests for the purposes of neurophysiologic intraoperative monitoring and cranial nerve assessment.

● Assess candidacy of clients with hearing loss for cochlear implants, perform CI programming and audiologic rehabilitation to optimize device use.

● Counsel clients for psychosocial adjustment to hearing loss for persons with hearing loss and their families/caregivers.

● Identify practice patterns in educational audiology, classroom acoustics, and use of FM systems and other assistive devices with school age populations.

● Be able to describe techniques related to clinical precepting and acquire skill in precepting 1st year AuD students

Each clinical practicum experience is designed to be commensurate with the level of training. Students are only allowed to perform specific clinical tasks after the relevant course preparation and/or a period of observation and demonstration by their preceptor. For the first two years, the clinical portion of the AuD Program is designed to begin with 100% supervision and progressively builds toward more independence. As the student progresses from one semester to the next, the intensity of the clinical experiences and the demands of the setting develop into more challenging experiences and a greater degree of independence.

For all clinical experiences, there is a preceptor on-site and readily available to provide direction and to approve clinical reports. All preceptors are aware of the need to be able to adjust the amount and quality of precepting based upon the demonstrated skills and experiences of each student. The Director of Clinical Education monitors this process to ensure adequate precepting, based on feedback obtained from the student and the supervisor. For students who choose to pursue ASHA certification, clinical experiences will be precepted by persons holding ASHA certification (CCC/A); however, some experiences, e.g., intra-operative monitoring, cerumen management, vestibular assessments, otology preceptorship, and some off-campus settings may be supervised by non-ASHA certified professionals and will not count towards certification (CCC-A) hours.

Students are required to complete a full-time 12-month externship AND accrue a minimum of 1820 supervised clinical hours to meet the AuD program requirements. To count the hours toward the total, they must be logged in our tracking system, Calipso, and approved by the students’ licensed preceptors.

4.8.2 Clinical Practica and Course Offerings

CLINIC STAFFING COURSES

In conjunction with clinical practicum, students will be required to participate in formal clinical case study/staffing courses. At SDSU, these clinical staffing courses (AUD 721 and AUD 891) include presentations and discussions of cases seen in their clinics, as well as a variety of clinically relevant activities. At UCSD, these clinical staffing courses (AUD 291) include weekly meetings to discuss clinical
cases and/or presentations on various pathologies. Students may also be required to attend other staffings of the medical staff as relevant.

**CLINICAL METHODS LAB COURSES**

During the fall and spring semesters of Year 1, students take the Clinical Methods Lab course (AUD 702), in addition to their clinic course (AUD 701). These Clinical Methods Lab courses provide clinically relevant practice with equipment, tests, diagnoses, and procedures, and ensure that students receive a well-balanced set of activities in diagnostics and hearing aid fittings.

**FIRST AND SECOND YEAR ON-CAMPUS CLINICAL ROTATIONS**

During both the first and second years, each student is assigned ½ day of clinic per term and is paired with one preceptor. The first-year clinic primarily involves diagnostic and hearing aid services for adults and children. The second year involves a faster-paced practice and a wide variety of medical cases and services including cochlear implants. Second-year students also rotate through several specialty clinics to gain experience in vestibular testing, and cystic fibrosis screening, and complete an otology preceptorship with an otolaryngologist. First and second year clinic experiences provide opportunities for interprofessional education and collaboration.

**THIRD YEAR OFF-CAMPUS CLINICAL ROTATIONS**

The third-year clinical rotations are clinical experiences at an approved agency/site. Most sites are located in the metropolitan San Diego area. Occasionally sites may be arranged in the Orange County or Los Angeles areas. Approved sites are ones in which an affiliation agreement between the site and SDSU has been previously established. New clinical sites will be reviewed by the SDSU/UCSD audiology faculty to determine the appropriateness of the site for a clinical placement.

See the Clinic Procedures/Year 3 Rotation section for further details.

**EXTERNSHIP**

The fourth-year externship (AUD 871) is a full time, 12-month clinical experience at an approved agency/site. Students are required to complete the full 12 months. Approved sites are ones in which an affiliation agreement between the site and SDSU has been previously established. Externship sites may be in other parts of the state or country and may require student relocation. Most externship sites require an interview and students may be competing with each other as well as externship applicants from other parts of the state/country. Not all externship sites have an associated stipend. In addition, during the externship year, all students must enroll in the on-line clinical integrative seminar (staffing) at SDSU (AUD 891) in the fall and spring semesters.
5.0 CLINIC PROCEDURES

5.1 CALIPSO CLINICAL HOURS TRACKING

Calipso is used to track your clinical hours and for preceptors to evaluate your clinical skills. Calipso has a one-time cost of $85.00, paid directly to Calipso; payment is required to set up your account. You will receive instructions on how to set up your Calipso account. Once you submit your payment to Calipso and agree to the End-User License Agreement, you will have access to the system. This fee will allow you access to the Calipso system throughout the program. The SDSU Clinical faculty will provide you with more training on the use of the system during clinic orientation. It is recommended that you bookmark the webpage as you will be using it regularly over the course of the next four years.

CALIPSO login:  https://www.calipsoclient.com/audiology/sdsu/account/login

5.2 CLINIC DIRECTOR APPROVAL FOR ALL CLINIC ASSIGNMENTS

Students must meet with the Audiology Clinic Director, Dr. Christy Kirsch, prior to enrolling in any clinic courses during Years 1, 3, and 4. In Year 2, while at UCSD, clinical assignments are managed by Dr. Erika Zettner. Students are not to enroll, arrange, or change any clinic assignment without prior approval.

5.3 CLINIC ATTENDANCE POLICY

Students are expected to attend all assigned clinic placements and are to take this responsibility seriously. Students are expected to be prepared and ready to begin their duties at the appointed time of arrival each day. The first instance of tardiness will result in a verbal warning. Continued tardiness will result in an immediate intervention plan and will affect the final clinic grade. If it is necessary for a student to be absent from clinic because of personal illness, illness of a member of the student’s immediate family, or an emergency, the following guidelines should be followed:

1. The student shall call or email his/her preceptor PRIOR to the start time the absence will occur.
2. If the student is physically unable to call or email, he/she shall arrange for a representative to call in accordance with these guidelines.

In the event the student does not contact their preceptor prior to the beginning of clinic, unless unable to as described above, the absence will be deemed an unexcused absence and will affect their clinic grade as stated in the syllabi, as well as negatively affect Generic Abilities in the Student Evaluation and Recommendation (SER). In the event of any other conflict (e.g., weddings, funerals) any changes must be discussed in advance and in person with the preceptor. All absences must be documented in order to be excused. Upon approval, the student and the preceptor will arrange a time for the student to make-up the missed clinic time. Any unexcused absences will affect the student’s clinic grade as stated in the syllabi, as well as negatively affect Generic Abilities in the Student Evaluation and Recommendation (SER).
5.4 CLINIC DRESS CODE

The dress code applies to any time a student is within a clinic environment/practicum site during which patients could be present. This includes staffing course, labs, student and faculty research, meetings held in the clinic, etc. This dress code is the minimum required for clinical placements. Individual sites may have more stringent rules. Infringement of the dress code may result in the student being sent home. If sent home, the absence will result in an unexcused absence and will affect the final clinic grade accordingly.

- Shoes worn during clinic should look nice. Open-back shoes such as clogs and mules may be acceptable unless otherwise directed by your preceptor. Shoes must be closed-toed unless receiving prior approval from your preceptor. Heels may need to be less than 2” high. No flip-flops or athletic shoes are allowed during the provision of clinical services. Socks may be required.
- Any pants/skirt/shirt combination must cover the midriff when your arms are raised and also cover the back when bending over. No excessively baggy pants (crotch of pants to the knees, or riding excessively low on the hips).
- Skirts should be of reasonable length, e.g., no more than 4 inches above the knee.
- No denim jeans, shorts or jackets. All pants must be in good condition.
- Low-cut tops, tube tops, or shirts that show-through are not allowed. All tops must have straps that are at least 3” wide. Tops should not be too tight so as to gap in the front.
- Shirts for men must have collars. No Hawaiian or other “loud prints”. Ties are recommended when seeing patients.
- Visible or potentially visible “body art” and piercings (e.g. tongue, lip, eyebrow, or nose) must be removed unless approved by the Audiology Clinic Director. Any arm/shoulder/neck tattoos must be covered with long sleeves or a high collar. Any leg and/or ankle and/or foot tattoos must be covered with dark tights, socks, or pants. Using Band-Aids to cover tattoos is unacceptable.
- Use of personal care products (perfumes, colognes, aftershave, hair care products) should be minimal. Students may be asked to discontinue the use of personal care products which are offensive to others or should complaints be made.
- Artificial nails (extensions or acrylic nails) may not be acceptable: Check with supervisor prior to starting placement to verify.
- Clinicians must wear their university identification badge while providing services to patients. In addition, a name tag will be issued and is to be worn during clinic.

5.5 GETTING READY FOR UCSD

Dr. Zettner will be communicating with rising Year 2 students over the preceding summer (check emails daily); Students should email Dr. Zettner with questions (ezettner@ucsd.edu). There are 1-2 orientations to help prepare students for a smooth transition to UCSD.

- **Orientation #1** typically held near the end of Summer term (typically mid-August) and will cover academic issues for Year 2 and hospital clinic preparations.
- Academic topics will include courses to enroll in, checking your account for any registration holds.
• Hospital clinic preparations will include proof of current TB test, steps to obtaining a hospital security ID badge.

• Although the official first day of AUD classes and clinic is typically during the last week of September (see calendar), students should plan on starting at UCSD the second week of September (See shared calendar on Google Drive to the specific date) for clinic observations and potential elective courses through the School of Medicine. School of Medicine (SOM) courses follow an earlier schedule than AUD courses. There is a popular SOM elective in the fall quarter that many students like to take.

• **Orientation #2** occurs during the 2 weeks prior to the first day of class. Syllabi for all clinical courses will be reviewed so that expectations are clear prior to the first day.

• Clinic observations begin two weeks prior to the start of clinic and classes. These are typically done with the student's assigned preceptor for Fall Term. This allows time to familiarize with clinic procedures, staff, procedures, and clinic supplies before the first assigned clinic day. Once assignments are made, students are to contact their preceptor to arrange two or more observations prior to the first day of clinic/classes.

• Students are to enroll in 6 units at SDSU during fall and spring semesters (897 + 795 or 798)

### 5.6 YEAR 3 OFF-CAMPUS CLINICAL ROTATIONS

#### 5.6.1 ELIGIBILITY FOR YEAR 3 OFF-CAMPUS CLINICAL ROTATIONS

Third year off campus clinical rotations begin the summer after the spring quarter at UCSD (mid-June). To be eligible for the third-year clinical rotations, the student must have completed all academic and clinical requirements through year two and have a cumulative grade point average (GPA) of 3.0 or better in core academic and clinical practicum courses through the spring quarter of Year 2. In addition, the student must pass the Year 2 Qualifying Exam (usually mid-June) in order to be eligible for an off-campus clinic rotation; however, for the first (summer) term of off-campus clinic rotation, a student who is required to take the Year 2 Retake Exam (usually end of July) may be assigned an off-campus placement for the summer. Continuation of off-campus clinical rotation in the fall semester requires passing of the Retake Exam. The student is responsible for any additional tuition and special program fees associated with delays in clinical assignments.

#### 5.6.2 TO FIND AND/OR REQUEST OFF-CAMPUS PRACTICUM SITES

Established clinical sites for 3rd year off campus clinical rotations can be found in the Calipso system in the clinical Site directory as well as on Canvas in the Audiology -HR: Audiology Clinic Resources course under Rotations and Externships → Rotations. If a student is interested in a site not already approved, the student should discuss this with the Audiology Clinic Director. The student may contact the site to enquire if a clinical placement is available and to gather any of the information required to make a formal request. The student should consider the quality and depth of the experience prior to discussing the site
with the Audiology Clinic Director. Any student may request a maximum of three (3) new rotation sites. Please note that not all requests will result in a new clinical site. Once the request has been made, allow at least 20 business days for the Audiology Clinic Director to initiate contact and correspondence with the new site. Once the Audiology Clinic Director has begun to correspond with the potential new site, students are not to not have any further contact with the site unless asked by the Audiology Clinic Director.

5. 6.3 PREPARATION AND CONTINUATION IN OFF-CAMPUS PLACEMENTS

Off-campus rotations may have policies in place requiring background checks, drug screenings, immunization records, flu shots, site-specific training modules and/or CPR certification. Fees for these requirements are the responsibility of the student. Consult the PowerPoint Presentation on Canvas in the Audiology-HR: Audiology Clinic Resources course under Rotations and Externships → Externships for requirements of individual sites. After receiving final placement notice from the Audiology Clinic Director, the student will have three weeks to upload the required documentation for the clinical site to his/her profile. If a student has not posted the required information within three (3) weeks, the clinic placement may be canceled for that semester, and the student will be required to pay the tuition and special program fee associated with the delay.

5. 7 YEAR 4 EXTERNSHIPS

5. 7.1 ELIGIBILITY FOR EXTERNSHIP

To be eligible for the Year 4 externship, a student must

- have completed all academic requirements through Year 3,
- have a cumulative grade of B or higher in both didactic and clinical courses
- be Advanced to Candidacy.
- have also passed the Third-year Summative Exam

In addition, students must be eligible for the temporary licensure (if applicable) in the state in which the 4th year externship will be completed. It is the responsibility of the student to apply for the temporary/training license for the applicable state and meet all associated requirements and deadlines. The externship can only start after the student receives the appropriate license for the state in which the externship is taking place. Information regarding requirements for externships in California will be provided by the Audiology Clinic Director; however, the student is also responsible for reviewing the requirements of the California state licensing board. It is the responsibility of the student to obtain the temporary license.

(CA licensing board URL: http://www.speechandhearing.ca.gov/)

5. 7.2 FIND AND/OR REQUEST EXTERNSHIP SITES

Program approved externship sites can be found in Calipso (“Site Information Forms”) and have the prefix “X - ” in front of the name of the site. If a student is interested in the possibility of establishing a new externship affiliation, the student must discuss the possibility with the Audiology Clinic Director. The student may contact the site to enquire if an externship placement is available and to gather any of the
information required to make a formal request. Any student may request a maximum of three (3) new externship sites and should consider the quality and depth of the experience prior to discussing the site with the Audiology Clinic Director. Please understand that not all requests will result in a new externship site. Once the request has been made, at least 20 business days must be allowed for the Audiology Clinic Director to initiate contact and correspondence with the new site. Once the Audiology Clinic Director has begun to correspond with the potential new site, students are not to have any further contact with the site unless asked by the Audiology Clinic Director.

5.7.3 APPLYING FOR EXTERNSHIP PLACEMENTS

The process of securing an externship occurs at the beginning of Year 3 (summer) and most sites require the application by October 1, although some require the application as early as the end of August. Each student who will be applying for a Year 4 externship must meet with the Audiology Clinic Director during the summer of Year 3 (no later than September 1st). Students should not wait until the last minute to schedule the meeting with the Audiology Clinic Director because office hours book quickly in August. Failure to meet prior to the September 1st deadline may result in a delay of the externship application.

Prior to the meeting, the student is to:

1. Send by email the following to the Audiology Clinic Director:
   A. Finalized resume
   B. Cover letter
   C. Placement Clearance Form (found on Canvas under Canvas in the Audiology -HR: Audiology Clinic Resources course under Rotations and Externships → Externships) where the student lists sites that he/she has an interest in interviewing for an externship. The student is to insert the names and addresses of the externship sites on the Authorization Document. This information can be found on the Calipso Site under Site Information section.

2. Attend a mock interview with SDSU Career Services
   A. Register with career services online at: [https://sdsu-csm.symplicity.com/students/index.php](https://sdsu-csm.symplicity.com/students/index.php)
   B. Call career services to schedule an interview time (summer is better than waiting until the fall semester begins!).
   C. Record your mock interview and review it prior to discussing at the meeting with the Audiology Clinic Director.

At the meeting with the Audiology Clinic Director the following will occur:

1. Review the Placement Clearance Form that the student submitted to the Audiology Clinic Director. The student must bring a finalized resume and cover letter to the meeting or have the final resume/intent statement. If these items are not available at the time of the meeting, the meeting will be rescheduled.
2. Sign the Placement Clearance Form. The Audiology Clinic Director will make a pdf of the document and send it to the faculty with a copy to the student. Faculty will only write confidential letters of recommendation to sites listed on the signed Placement Clearance Form.

3. Once cleared by the Audiology Clinic Director, the student may send out externship applications. The applications should be sent by October 1 of Year 3, or earlier, based on individual placement deadlines.

5.7.4 APPLICATION FOLLOW-UP AND INTERVIEWS FOR EXTERNSHIPS

Once the applications have been sent, the student may follow-up with the sites regarding the status of the application and to schedule interviews. Available times for interviews should be prioritized to days in which class and clinical rotations are not scheduled. Veteran’s Day is an observed holiday at SDSU. This may be a good date to schedule an interview because students will not be required to attend class or clinical rotations on that day. If it is necessary to miss a day of clinic, the absence must be approved by the off-campus site preceptor and the Audiology Clinic Director. Upon approval, the student will be allowed to schedule the interview(s) for the day(s) requested. Time missed from the off-campus clinical rotation must be made up prior to the end of finals week. Students are not allowed to miss class for externship interviews. If a site is requiring an interview that would interfere with a normally scheduled class meeting, the student should notify the Audiology Clinic Director, who will then contact the site to discuss alternatives for the interview.

5.7.5 EXTERNSHIPS THAT DO NOT PROVIDE AN ASHA-CERTIFIED PRECEPTORS

For some externships, a preceptor who holds ASHA certification may not be available. To count the clinical experiences toward ASHA certification, ASHA requires that the competencies be met while supervised by a preceptor who holds a current ASHA Certificate of Clinical Competence in Audiology (CCC-A). Students may still count the clinical hours supervised by a licensed audiologist who does not hold the CCC-A toward program requirements and licensure. Prior to beginning the externship, students will be required to sign a waiver acknowledging their understanding that if an externship preceptor does not hold a current CCC-A, the ability to obtain certification upon graduation is not guaranteed.

ASHA has mechanisms in place for clinicians to become eligible for ASHA certification following graduation. Details can be found on the ASHA website.

5.7.6 COURSE REGISTRATION AND GRADE ASSIGNMENTS FOR EXTERNSHIPS

To fulfill the program’s requirements, all students must complete a 12-month full-time externship and earn credit for three semesters of AUD 871. Students must earn a B or better during each semester. Externships may not begin earlier than May 17th. Externships starting between June 1 and July 1 require registration in AUD 871 first during the summer at the beginning of Year 4 and subsequently in the fall and spring semesters (summer/fall/spring). Externships starting after July 1 require registration in AUD 871 first in the fall of Year 4, and subsequently in the spring and summer semesters (fall/spring/summer).

Summer/fall/spring sequence of 871 does NOT ensure a spring graduation. The graduation term is based on the start date of the 12-month externship, irrespective of vacation time the student may earn during the externship. Students whose externships begin on or before June 6 will be eligible for a
Spring graduation, provided that all other requirements have been completed. Students whose externships begin after June 6 will graduate in the summer, provided other requirements have been completed. To be eligible for a spring graduation, the end of the externship and submission of the SDSU Finalization Document must occur by June 6. Spring and summer graduates may attend (and be hooded on stage!) the SDSU Graduation Ceremony, which only occurs in the spring semester. You must apply for spring or summer graduation by the deadline set by the SDSU Graduate Division (usually January 31 or February 1). Be sure to check the academic calendar. http://arweb.sdsu.edu/es/registrar/academiccalendar.html

Because spring 871 grades are due before most externships end, a grade of Incomplete will be likely be assigned. The Incomplete will remain on the student’s record until completion of the externship and the submission of the Externship Finalization Document/Finalization Form to the Audiology Clinic Director. Upon receipt of the Finalization Form, a grade change will be submitted to the SDSU Registrar. If all degree requirements, except the externship, are completed (including doctoral project presentation at one of the May or December doctoral project presentation dates), the student will not have to register for any units (or pay the tuition and special program fee) for one semester while finishing up the externship hours to remove the Incomplete.

5.8 PRECEPTOR CONFLICT OF INTEREST POLICY

To avoid any potential conflict of interest and potential ethical issues, clinical placements for off-campus rotations or externships experiences are not allowed at a site of a current or previous employer, or any immediate, extended family member or close personal friend of the student or student’s family. This includes either a primary site or a satellite office.

5.9 APPLY FOR TEMPORARY LICENSE BEFORE BEGINNING THE EXTERNSHIP

Students who complete the externship in California are required to acquire a temporary license before beginning the externship. The student is to email Marla Fulton in the SDSU Clinic office to request that she download the (fillable pdf) Audiology Required Professional Experience Clinical Practicum/University Recommendation form from the licensing board’s website (and to provide her with information needed to complete it). When the form is completed, Marla will route it to the Director of Clinical Education for signature and then submit it to the licensing board.

The audiologist who will have primary responsibility for the student during the externship registers as the Required Professional Experience (RPE) supervisor of record. Students who do not register for the RPE and file for the temporary license before the externship begins may not be allowed to start their externship on time and may not be eligible for a permanent audiology license in California.
The [application can be found here](#).

Following completion of the externship and all other program requirements, students may apply for a permanent license. In order to be eligible for a permanent license in California, students must pass the Praxis-Audiology exam. Students completing externships outside California are responsible for determining the requirements for licensure in the state in which they complete the externship. A passing score on the Praxis exam is also needed to obtain ASHA certification. See the section on the Praxis exam for more details on registering and sending your scores to the appropriate recipients: [Praxis information](#).

See the Audiology License section near the end of the handbook for further information about obtaining a license.([OBTAINING THE AUDIOLOGY LICENSE](#))

### 6.0 ADVISING, TRACKING, AND EVALUATION OF STUDENT PERFORMANCE

#### 6.1 ADVISORS/ADVISING

Each student is assigned a primary advisor at the beginning of Year 1. Advisors will meet with their advisees at least once each term (typically in conjunction with tracking and evaluation). While at UCSD, students are also assigned a UCSD advisor.

In addition to the primary advisor, the Audiology Clinical Director advises students on clinical career planning and needs/desires for clinical placements designed to help the student meet his/her goals.

Each student will also have a research advisor who will mentor the student during completion of the Doctoral Research Project.

Students are also free to meet with any of the faculty as needed or desired. We love to hear about your successes and are happy to talk to you about your goals and concerns.

#### 6.2 GENERIC ABILITIES POLICY

The AuD Program prepares the student academically and clinically so that he/she is ready to enter the professional world as a competent audiologist. In addition to the student’s specific course and clinic assignments, the AuD Program evaluates students in some generic abilities, i.e., attributes, characteristics, or behaviors that are required for success as a student and as a professional. Failure to meet or show adequate development in these areas may lead to disciplinary action, required intervention or dismissal from the program. The generic abilities include but are not limited to those listed and defined below, (originally identified through a study conducted at UW-Madison in 1991-92). Generic abilities will be included as part of the student’s periodic academic evaluations:

<table>
<thead>
<tr>
<th>Generic Ability</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to Learning</td>
<td>The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.</td>
</tr>
<tr>
<td>Skill</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.</td>
</tr>
<tr>
<td>Effective Use of Time and Resources</td>
<td>The ability to obtain the maximum benefit from a minimum investment of time and resources.</td>
</tr>
<tr>
<td>Use of Constructive Feedback</td>
<td>The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.</td>
</tr>
<tr>
<td>Problem-Solving</td>
<td>The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>The ability to exhibit appropriate professional conduct and to represent the profession effectively. This includes timely responses to emails from faculty and/or preceptors.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>The ability to fulfill commitments and to be accountable for actions and outcomes.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.</td>
</tr>
<tr>
<td>Stress Management</td>
<td>The ability to identify sources of stress and to develop effective coping behaviors.</td>
</tr>
<tr>
<td>Punctuality and Preparation</td>
<td>The ability to arrive on time for class, clinic, appointments and other program-related commitments and the ability to prepare adequately for these program-related commitments.</td>
</tr>
</tbody>
</table>
6.3 TRACKING OF PROGRESS AND COMPETENCIES

The Program carefully documents each student’s academic and clinic progress at regularly scheduled meetings with his/her SDSU primary advisor at SDSU during Years 1, 3 and 4, and with his/her UCSD advisor during Year 2. The faculty welcome additional requests for advising on an individual basis as needed or desired. The following forms are used to track and document each student’s progress towards the degree, as well as his/her achievement of competencies needed to satisfy the ASHA Standards in order to be eligible for ASHA Certification (CCC-A) at the completion of the program. Students are introduced to these forms and procedures at the New Student Orientation Meeting and through advising appointments.

6.3.1 ACADEMIC PROGRAM TRACKING FORM (APT)

Each student’s didactic course grades and clinic course grades are entered on the APT by the advisor. The term’s GPAs and cumulative GPAs, along with other progress markers, are tracked on the APT each term. Attainment of competencies (KASAs) for each course (see below) is also tracked on the APT. The student’s advisor reviews the APT with the student each term, including the grades earned that term and the GPAs for didactic courses and clinical courses. Students must maintain a cumulative GPA ≥ 3.0 in both didactic and clinical courses to remain in good standing. In addition to academic and clinic performance, student generic abilities are assessed based on input from the audiology faculty. As noted in Section 6.2, these generic abilities represent the “soft skills” important for effectiveness as a professional clinician. See also Performance and Disqualification Policy.

6.3.2 STUDENT EVALUATION AND RECOMMENDATION FORM (SER)

Each student is evaluated each term by the assigned academic advisor. The advisor and student will discuss the student’s performance/concerns pertaining to didactic and clinic courses, the doctoral project, qualifying/comprehensive exams, and generic abilities. The need for intervention, a description of intervention in progress or the results of one or more interventions will be documented. Conditions for probation will be identified and documented, as needed. The SER is based on the advisor’s review of the APT, as well as solicited input from other faculty and preceptors regarding progress and concerns. The SER is reviewed with the student, and signed by the student, advisor, and one or both Co-Directors. Copies of the SERs are kept in the student’s file at SDSU. In addition, spring evaluations are done through the UCSD online evaluation system coordinated by the UCSD Office of Graduate Studies. The student receives an email notifying him/her when the online evaluation is completed, and then is required to digitally sign the online evaluation.

6.3.3 KNOWLEDGE AND SKILLS ASSESSMENT (KASA) FOR CAA

As an ASHA accredited program, all required standards specified by the Council on Academic Accreditation (CAA) are met or exceeded. The program has developed the KASA-CAA to map and track how the curriculum provides students with the specific knowledge and skills specified in the (2017) CAA Standard 4.7. The KASA-CAA Standards tracking form is available on the Joint SDSU/UCSD AuD Resources Canvas website. KASAs are tracked for individual students through Calipso (CFCC Standards) and through the Academic Tracking Form (CFCC and CAA standards); however, an
individualized detailed KASA form may be created for any students who, after intervention fails to meet one or more of the standards. Once an individualized KASA form is created, the form will be reviewed with the student at the end of each year in order to monitor his/her attainment of competencies of these standards.

### 6.3.4 KNOWLEDGE AND SKILLS ASSESSMENT (KASA) FOR CCC-A

One of the requirements for ASHA’s Certificate of Clinical Competence in Audiology (CCC-A) is to demonstrate competencies in all of the knowledge and skills outcomes set forth in Standard IV of ASHA’s Council for Clinical Certification (CFCC). The program provides all the appropriate training to meet or exceed these standards. However, because the CCC-A standards do not directly correspond to the CAA accreditation standards, the program uses CALIPSO to track a student’s attainment of competencies through the program’s curriculum and other experiences. Each student’s progress toward CFCC is reviewed with the student each year to monitor his/her attainment of competencies in these standards.

### 6.4 STUDENT REVIEW COMMITTEE (SRC)

The Student Review Committee (SRC) is comprised of six AuD program faculty members, with representation from both campuses. The purpose of the SRC is to review and make recommendations on course of action regarding students who fail to meet conditions of probation or other situations in which the student is failing to meet the program or universities expectations in the areas of academic and/or clinic performance, generic abilities, qualifying and/or comprehensive exam performance, and progress/performance on the doctoral project. The SRC obtains up-to-date tracking and evaluation materials from advisors and clinic director for students referred to the SRC (e.g., SERs, APT, relevant clinic performance evaluations, and any intervention plans in progress).

Referral to the SRC means that the student is in serious trouble and is facing termination from the program. A student who is referred to the SRC will be notified and invited to attend the meeting and/or may provide written input regarding his/her situation. A case manager will be assigned for each SRC referral. The case manager, a member of the SRC will compile and maintain relevant documentation for SRC review. The SRC’s decision is final. In the event the SRC decision is split, the case will be sent to the AuD Executive Committee and the SLHS Director for evaluation.

In rare circumstances, the SRC may consider an appeal by the student or advisor if there had been an error in information for which the judgment had been based, or if new information becomes available that was not previously considered. Letters from a student’s peers are not considered as new information and will not be accepted.

The SRC will inform the student of their decision in a timely manner. In addition, the SRC Case Manager will contact the student’s advisor about the outcome of the meeting if the advisor is not a member of the committee. The SRC Case Manager will be responsible for post-meeting communication with the student. In the event that the student is disqualified, the SDSU and UCSD Co-Directors will inform the students of the steps involved in leaving the program. Students will be given the option of voluntarily leaving the program in lieu of formal administrative termination.
6.5 EARLY DISMISSAL FROM OFF-CAMPUS CLINICAL PLACEMENT

Early dismissal from an off-campus clinical placement for failure to demonstrate minimally adequate prerequisite skills shall be regarded as a failing clinic grade for the purposes of student evaluation and review if the off-campus site provides a written qualitative evaluation that clearly supports the dismissal. The Audiology Clinic Director will forward the written qualitative evaluation to the student’s advisor and to the Student Review Committee for review.

7.0 PERFORMANCE STANDARDS AND DISQUALIFICATION POLICY

7.1 INTERVENTION POLICY AND PROCEDURES

7.1.1 INTERVENTION POLICY

An appropriate faculty member (e.g. instructor, advisor, co-director) will write an intervention plan whenever a student does not satisfactorily demonstrate one or more accreditation competencies (CAA or CCC). Interventions will be completed to satisfy deficient competencies, regardless of whether the deficiencies are related to courses, clinic, research, or other professional-related competencies and/or generic abilities. Interventions will vary, but may include repetition of one or more exams, supplemental clinical work, submission or resubmission of course or clinic-related assignments, or other additional non-course related work needed to demonstrate understanding in an area that is deficient (e.g. paper on timeliness or professionalism, additional lab assignment, etc). Intervention activities for courses are described in each syllabus. An intervention plan may also be initiated when a student does not demonstrate satisfactory generic abilities.

Appropriate documentation will be completed for each intervention (see below).

For a given student, there may be several interventions at the same time if deficiencies are identified by more than one faculty member.

7.1.2 INTERVENTION PROCEDURE

INTERVENTION PLAN.

If a course, clinic, or generic abilities intervention plan is needed, the appropriate faculty member informs the student regarding the need for intervention. The faculty member completes the Intervention Plan Form detailing the steps the students must complete to demonstrate competencies in the deficient area and notifies the student’s advisor. Once the plan has been communicated to the student, the student signs the form indicating he/she understands the steps to be completed and returns the form to the faculty member. The faculty member logs the need for intervention in the Central Repository.

INTERVENTION TIMELINE AND DOCUMENTATION.

Course interventions must be completed within 3 weeks after the end of the course or through other approved arrangements. Clinic and non-course related interventions should be completed within a
reasonable time frame (depending on the length of the intervention), but no later than the end of the relevant term. After successful completion of the intervention plan for any of the didactic courses, the instructor signs the Intervention Plan Form indicating that the intervention was completed successfully. The faculty member will log and date the outcome of the intervention in the Central Repository (i.e. completed successfully; unsuccessfully; or not completed). A hard copy of the completed form is to be placed in the student’s file.

UNSUCCESSFUL INTERVENTION.

Unsuccessful intervention will be reflected in the AuD Program Tracking Form, the KASA Tracking Form, and the Student Evaluation and Recommendation (SER). Unsuccessful intervention may affect the student’s eligibility for professional (ASHA) certification.

7.2 GENERIC ABILITIES

Generic abilities are continually assessed throughout the program by program faculty, staff, and off-campus preceptors (See 6.2 Generic Abilities Policy). Evaluation of these abilities is not restricted to clinic or classroom behavior. Failure to meet or show adequate improvement in these areas may lead to intervention, failure to meet professional competencies needed for certification and/or dismissal from the program. Unsatisfactory student performance in these generic areas will be reviewed by the AuD Program’s Student Review Committee to determine if the student should be dismissed from the program. Students will be notified when they are subject to dismissal from the program, and will be asked to appear before the Student Review Committee.

7.3 DIDACTIC COURSES

7.3.1 DIDACTIC COURSE PERFORMANCE STANDARDS

Didactic (non-clinic) course performance is assessed separately from clinic performance (see below). A course grade of C+ or higher must be earned in AUD 705 and AUD 710. If a student earns a course grade of C in AUD 705 and/or AUD 710, he or she will be referred to the Student Review Committee (SRC) to determine a course of action. For all other didactic courses, a grade of C or higher must be earned for graduate credit; however, a student must receive a course grade of C+ or higher in order to meet the relevant ASHA competencies (learner outcomes) for CCC-A. If a student earns a course grade of C in any course (other than AUD 705 and/or AUD 710), he or she must complete an intervention plan, as determined by the instructor, to satisfy ASHA competencies. If a student earns a course grade of C- or lower in any course, he or she will be referred to the Student Review Committee (SRC) to determine a course of action.

In addition to the above, even if a student earns a course grade of C+ or higher, but earns a C or lower on one or more of the following specified types of course-related activities, the student must complete an intervention plan (see above) and demonstrate competencies in the relevant area(s) and activity (activities) equivalent to a C+ or higher in the relevant category. A list of the course-related activities will vary with the course; several examples are shown below:
Written exams (must take another exam)
Practical exam (must repeat the practical exam)
Lab assignments (must repeat one or more of the lab assignments)
Writing assignment (repeat the Web site review)

7.3.2 MINIMUM GPA IN DIDACTIC COURSES AND ACADEMIC PROBATION

If the cumulative grade point average (GPA) for didactic courses falls below 3.0 at the end of any academic semester or quarter, the student is placed on academic probation for the next semester or quarter. If the student does not earn a GPA of at least 3.0 in didactic courses during the first probationary term, she/he will be subject to dismissal from the program. If the student earns a GPA of at least 3.0 in didactic courses taken during the first probationary term, he/she may continue on academic probation for a second term. By the end of the second probationary term, the student must have earned at least a 3.0 for courses in that semester and an overall GPA of at least 3.0; if not, she/he will be subject to dismissal from the program. A student may only be placed on probation once during the 4 year program based on didactic courses performance. If a student’s didactic performance would result in a second probation, he/she is subject to dismissal from the program.

7.4 CLINIC COURSES

7.4.1 CLINIC PERFORMANCE STANDARDS

Clinical performance is assessed separately from didactic course performance. Clinical performance includes the clinical practicum courses (AUD 701, AUD 284, AUD 831, AUD 871), as well as the clinical methods lab courses (AUD 702), and these are all included in the calculation of the cumulative clinical performance GPA. For AUD 702, a grade of C or higher is required to earn course credit; however, a C+ is required to satisfy ASHA competencies: Intervention for clinic practicum courses will be designed by the preceptor, and, if applicable, will be coordinated with the Student Review Committee. Intervention may include specific clinic-related assignments and/or simulations.

For any of the clinic practicum courses, the student must earn a course grade of B or higher. A course grade of B- may result in delayed progression in the program (the student will be required to pay the tuition and special program fee associated with the delay) and will result in the following:

**Years 1 and 2:** For the first occurrence, the student is placed on the Clinic Concern List. The students will complete an intervention plan designed by the preceptor. The intervention plan will be designed for the student’s particular areas of weakness and may include additional clinic, simulations, written case studies, reading assignments, and regular meetings with the preceptor for re-assessment. For a second occurrence, the student is placed on probation (see Conditions of Probation below). To count the clinical hours, the course grade must be C+ or higher.

**Year 3:** For the first occurrence, the student is placed on probation (see Conditions of Probation below). The students will complete an intervention plan designed by the SDSU Director of Clinical Training, Dr. Kirsch, in consultation with the off-campus preceptor. To count the clinical hours, the course grade must be C+ or higher.
**Year 4:** For the first occurrence, the student is placed on probation (see Conditions of Probation below) and completion of an additional semester of AUD 871 will be needed to satisfy the program requirements of three terms with a grade of B or higher. The students will complete an intervention plan designed by the SDSU Director of Clinical Training, Dr. Kirsch, in consultation with the off-campus preceptor. For a second occurrence, the student is subject to dismissal from the program: The Director of Clinical Training is to immediately inform the student's academic advisor, and the Student Review Committee will convene a special meeting to determine a course of action.

If an off-campus clinical rotation or externship is terminated early by the site due to inadequate skills competencies, or generic abilities, the student, Director of Clinical Education, and a representative from the clinical site will meet to discuss the reasons for the termination. As a result, the student will:

- Meet with the Student Review Committee. The Director of Clinical Education will forward the written qualitative evaluation to the student's advisor and to the Student Review Committee for review. Should the student be allowed to remain in the program, the SRC and/or Director of Clinical Education will establish an intervention plan for the student.
- Receive a formal course grade of Incomplete for the semester. Upon satisfactory completion of the intervention plan, the Director of Clinical Education will submit a change of grade; however, the student may not receive a grade exceeding C+.
- Receive a grade of F on the Academic and Program Tracking (APT) form if the off-campus site provides a written qualitative evaluation that clearly supports the dismissal.
- Receive an “Unsatisfactory” on the Student Evaluation and Recommendation (SER) form for Clinic for that term.

If a student receives B- or lower in any of the clinical practicum courses in any three terms of the program, they are subject to dismissal from the program.

### 7.4.2 CLINICAL CATEGORY COMPETENCIES

1. Foundations of Practice
2. Prevention and Identification
3. Assessment
4. Intervention
5. Professional Practice Competencies
6. Advocacy/Consultation
7. Education/Research/Administration

If the student receives a passing grade (B or higher) in a clinical practicum course, but performance in one or more of the above seven categories equates to a B- or poorer (< 83%), the student will first be put on a Clinic Concern List and will complete an Intervention Plan (see Section 7.1.2 above). If the student does not achieve ≥ 83% in all categories the following semester (if registered at SDSU) or the next two quarters (if registered at UCSD), he/she is automatically placed on probation (see conditions of probation below). By the end of the final probationary session, the student must have a cumulative GPA of B or better in all practicum and clinical methods lab courses and must have achieved 83% or better in all of the seven clinical competency categories. If a student fails to meet the conditions of probation by the end
of the probationary period, she/he will be subject to dismissal from the program. If a student’s clinical performance is deemed deficient a second time, he/she is subject to dismissal from the program.

7.4.3 CONDITIONS OF CLINICAL PROBATION

If a student is placed on probation during Year 1 through the winter quarter of Year 2, she/he must achieve a 3.0 or higher for clinic courses at the end of the first term of probation in order to progress to the second term of probation. Students allowed to progress to a second term of probation must achieve a clinic GPA of at least 3.0 for that term AND the cumulative clinic GPA of at least 3.0 at the end of the second term of probation. If a student is placed on probation during the spring term of Year 2 through the fall term of Year 3, the probationary period will be one semester or quarter and she/he must achieve a cumulative GPA of 3.0 or higher by the end of the probationary term. A student may only be placed on probation once during the program based on clinic performance. If a student’s clinical performance would result in a second probation, he/she is subject to dismissal from the program.

7.5 SUMMATIVE PROGRAM ASSESSMENTS OF PERFORMANCE

7.5.1 FIRST- AND SECOND-YEAR QUALIFYING EXAMS

All students in the program will be evaluated at the end of years 1 and 2 to assess their knowledge, skill, and integration of the appropriate academic material and clinic procedures prior to being Advanced to Candidacy. To be eligible to take the First Year Qualifying Examination, students must have satisfactorily completed the appropriate academic and clinic courses for Year 1, through the summer semester.

The First-Year Qualifying Exam consists of a three-hour written comprehensive exam covering content from the first year, including the summer. A passing grade on the First Year Qualifying Examination is required to advance to the second year of the program.

The student's ability to integrate content appropriate for the end of the second year will be assessed through a Second Year Qualifying Examination. To be eligible for the Second Year Qualifying Exam, students must have completed the appropriate academic and clinic courses for Year 2 through spring quarter. The Second-Year Qualifying Examination will consist of a written exam and a practical exam. A passing grade on the Second Year Qualifying Exam is required for advancement to candidacy and progression to the third year of the program.

7.5.2 FIRST-YEAR QUALIFYING EXAM PERFORMANCE EXPECTATIONS (WRITTEN)

To pass the First Year Qualifying Examination, students earn a mean score of at least 83%. For those who pass, there may be some clarifications needed on some key elements that will be handled individually. Students scoring between 73-82.99% must retake the Qualifying Exam (with different questions). Students who score less than 73% on the first try are ineligible to retake the examination and are subject to dismissal from the program. Students eligible to sit for the retake exam who do not pass the retake are subject to dismissal from the program.

Summary:
7.5.3 SECOND-YEAR QUALIFYING EXAM PERFORMANCE EXPECTATIONS (WRITTEN AND PRACTICAL)

- Students who score ≥83% on each section of the exam (written and each section of the practical) are considered to have passed. For those who pass, there may be some written or oral clarifications needed on some key elements that will be handled individually with a specified faculty member.

- Students who score 73-82.99% on the written or on any portion of the practical exam will be required to take and pass the Retake Exam.

- Students who score lower than 73% on the practical exam (overall score) or on the written exam will not be eligible for the Retake Exam and are subject to dismissal from the program.

- Students who fail to achieve ≥83% on the Retake Exam will be referred to the Student Review Committee and are subject to dismissal from the program.

7.5.4 THIRD YEAR SUMMATIVE EXAM

During the winter of the third year, and after Advancement to Candidacy, the student will take a written Summative Examination. The National Examination in Audiology (given by Praxis through the Educational Testing Service--ETS) may be used to satisfy the third year Summative Examination if the score is 170. Students are responsible for signing up to take the Praxis on during the earliest test window offered in the Spring (typically February) and may repeat this one time during the Spring term (typically in April) (visit www.ets.org/praxis). If a student does not pass the Praxis by May 1, he/she may petition the faculty (via their advisor) to take a Third Year Summative Exam, written by the program faculty. Students are required to pass the Third-Year Summative Exam before starting the 4th-year externship.

**Important Praxis registration information:** You will register for the Audiology Praxis Test (Test 5342). Request that scores be sent to our School at SDSU. The San Diego State Univ SLP/AUD institution code is: 4743. [https://www.ets.org/s/praxis/pdf/attending_inst_recipient_codes.pdf](https://www.ets.org/s/praxis/pdf/attending_inst_recipient_codes.pdf)

**Additional reporting codes:** You are required to pass the Praxis before you can receive your permanent California license. Most students request that the scores be sent to the CA licensure Board.
at the time they take the test. To do this, you must authorize ETS to report your test score to the CA Licensure Board using Report Code (Select R8544; enter 8544).

If you are interested in ASHA certification in audiology, you may also request that the score be sent to ASHA at the time you register for the Praxis exam. (Code: select code R5031 and enter 5031). More information can be found here. [https://www.asha.org/certification/praxis/praxis_registration/](https://www.asha.org/certification/praxis/praxis_registration/)

You may also request that scores be sent later, but you will be charged if you do not make the request at the time of registration. [https://www.ets.org/praxis/scores/send/](https://www.ets.org/praxis/scores/send/)

**Important Changes to the Praxis:** There is a new version of the Praxis for audiology (test code 5343). At this time (January, 2021), the California licensure board has not updated the law to allow the use of this new test for licensure in audiology. ASHA will accept the old test (test code 5342) up until August 31, 2021 if this version is required by the state licensing agency. Information can be found here. [https://www.asha.org/certification/praxis/praxis_registration/](https://www.asha.org/certification/praxis/praxis_registration/)

**7.5.5 FINAL SUMMATIVE RESEARCH (DOCTORAL) PROJECT (END OF YEAR 3)**

The Doctoral Research Project paper and presentation serve as the final summative evaluation. The final paper must be approved by the student’s Doctoral Project Committee. The student is required to present the research project in an open forum following approval of the paper by the committee. See the section on Doctoral Projects for more detail.

The standard deadline for completion of the doctoral project shall be the end of Year 3 (May). For those not meeting the Year 3 deadline, the advisor will indicate “Improvement Needed” on the Student Evaluation and Recommendation (SER) form for each term from the Year 3 deadline through the end of Year 4. A student who does not make adequate progress on the specific milestones during Year 4 may be referred to the Student Review Committee, and is subject to dismissal from the program. If the doctoral project is not completed by the end of Year 4 (May), the student's advisor will indicate “Unsatisfactory” performance for Doctoral Project on the SER during the student’s evaluation. The student's advisor will inform the Student Review Committee, which will formally review the student's situation and make appropriate recommendations and/or establish additional required milestones. Students will be subject to termination from the program if any of the established milestones are not met during the fifth year.

**7.6 IMPLEMENTATION PROCEDURES FOR PERFORMANCE AND DISQUALIFICATION POLICY**

1. Advisors are to meet with each of their advisees during the first week of each semester/quarter to review academic, clinic, and/or professional performance. Advisors are to input the student's grades on the student’s Academic Program Tracking (APT) form as soon as available, but no later than the first week of the subsequent semester/quarter. Prior to meeting with the student, the advisor will solicit input from the faculty, preceptors, and the Audiology Clinic Director.

2. If a student’s overall didactic course GPA is deficient, the advisor will inform the student and Co-directors that she/he is on academic probation during the semester/quarter following the semester/quarter in which the performance was inadequate.

3. If a student’s overall clinic GPA and/or one or more of the generic abilities (e.g. professionalism) is/are deficient, the advisor will inform the student and Co-directors that she/he is on clinic or generic abilities
probation during the semester/quarter following the semester/quarter in which the performance was inadequate.

4. If one or more of a student’s generic abilities is/are deficient, the advisor will inform the student and Co-directors that she/he is on probation for xx generic ability (e.g. timeliness) during the semester/quarter following the semester/quarter in which the performance was inadequate.

5. Should a student be placed on probation, the advisor will discuss the conditions of probation with the student; if needed, the advisor will arrange a meeting with the student, their advisor, one of the Co-directors, and the Audiology Clinic Director (if related to clinic performance) to develop a intervention plan. If the student is placed on the Clinic Concern List, the advisor will insure that an intervention plan has been developed by the Audiology Clinic Director in consultation with the student’s preceptor and, if necessary, the relevant campus Co-director.

6. Should a student not meet the requirements of probation after two academic terms, the student’s advisor will refer him/her to the Student Review Committee, and will inform the Co-directors.

7. If a student does not pass a Qualifying Exams or Comprehensive Exam (after any repeat), the relevant campus Co-director will refer the student to the Student Review Committee and inform the other Co-director.

8. If a student is terminated early from an off-campus clinical rotation by the off-campus site due to inadequate prerequisite skills and/or competency level of the student, the clinical site preceptor will provide written documentation regarding specific reasons for termination. The student, Audiology Clinic Director, and a representative from the clinical site will meet to discuss the reasons for the termination. The student will receive a grade of incomplete for the semester and will be required to complete alternative clinical activities to fulfill the time commitment. This will delay advancement in the clinical education of the program and will ultimately delay the externship and graduation. The student will be required to pay the appropriate tuition and special program fee associated with the delay. In the subsequent semester, the student will be on clinic probation and must obtain a grade of “B” or better on the clinic evaluation to fulfill the requirements and remove the grade of “Incomplete.”

8.0 PROGRAM COSTS

8.1 TUITION AND FEES

Students in the AuD program must pay the SDSU tuition and campus fees for Graduate Students as listed with SDSU Cashier’s Office each semester, including summers. In addition, there is a Special Program Fee through the College of Extended Studies (see next section). All tuition and fees are paid through SDSU (i.e., no tuition is paid through UCSD, even during Year 2 while taking courses at UCSD). Please note that during Year 2, while enrolled in courses at UCSD, students also enroll in 6 units at SDSU (897 + 795/798) and, therefore, pay the tuition and fees for half-time. Fees are subject to change and may not yet be established for future semesters. Current tuition information for California Residents can be found here. Non-residents must pay an additional $396 per unit. The tuition category for our program is “Graduate”.

Current tuition information for California Residents can be found here.
Non-residents may be able to establish residency in California if they meet the qualifications. It typically takes three years to establish residency if students are able to meet the other requirements. Information about the residency requirements for the California State University system can be found here.

**UCSD FEES**

**UCSD Waived Fees**
As JDP-AUD Students, students pay fees and tuition at SDSU all four years. All the UCSD fees (except a few reviewed below) are assessed and then waived for JDP students. It is important that you check your UCSD accounts periodically to see that the waivers have applied. You will see things like "health insurance" fees etc. appear on your account, but you should also see waivers applied before the payment deadline. The fees are assessed automatically, but the waivers are applied manually so it is possible there is a glitch with a waiver getting applied. The student is responsible for monitoring their UCSD accounts.

**UCSD Required Fees**
The UCSD fees that students are required to pay include a:

1. one-time Document Processing Fee of $100 (this is assessed around the first time a student enrolls in courses at UCSD, i.e. fall quarter Year 2. This fee covers all the time that UCSD staff in registration, admissions, graduate division etc. spend processing students official papers including the AUD Forms 1-5 and diploma spanning students’ time in the program. and

2. $50 Advancement to Candidacy Fee (this is assessed around beginning of Year 3) and is required of doctoral program students.

**8.2 SPECIAL PROGRAM FEE (GLOBAL CAMPUS AUDIOLOGY SYMPOSIUM)**
The AuD Program has a required Special Program Fee to be paid through the SDSU Global Campus (formerly College of Extended Studies) each semester (even while at UCSD). All students are to enroll in the CES course entitled “Audiology Symposium” (zero units). These fees are in addition to the SDSU tuition/fees. The fees for 2019-2022 are set; however, they are subject to change in subsequent years (typically increases 3-5% per year).
8.2.1 INSTRUCTIONS FOR ENROLLING IN AUDIOLOGY SYMPOSIUM AND PAYING AUD SPECIAL PROGRAM FEE

All AuD students should receive an email from Janet Park each semester with instructions similar to the following: The current instructions will also be posted on the Announcements page of the Joint Program Resources Canvas site.

Dear Audiology Students

As you are aware, each semester you must enroll in the Audiology Symposium and pay the programmatic fee. The programmatic fee is assessed for each semester, including summer, of the four-year program (even while at UCSD).

The site is now available for you to register for the XXX term. This is in addition to your regular SDSU course registration. The deadline for of the CES Special Program (and payment if self-pay) is XXXX, Please see the instructions that follow.

For those of you who have applied for financial aid through the SDSU Financial Aid Office or have secured other third-party payer, payment of your CES special program fee will be deferred until disbursement of your financial aid or payment by the outside agency; however, you must still register/enroll for the symposium course through CES by the deadline date and indicate financial aid. If
you are a self-pay student, you are required to pay the CES fee at the time of registration for the symposium course.

**All students**
1. Navigate to the College of Extended Studies using URL [https://www.ces.sdsu.edu/Pages/FindCourse.aspx](https://www.ces.sdsu.edu/Pages/FindCourse.aspx). Click on A-Z Listing and select "Speech, Language & Hearing Sciences."

2. Select Audiology Symposium (e.g. Fall 2020)

3. Select Enroll now (right side of screen): "**NC 0205 Audiology Symposium.**" The Registration Wizard will walk you through 4 areas: Account, Verify Fees, Policies, and Payment. Use your login and password from this past spring. Your account information should already be posted based on last spring's registration; update the information where necessary. Pay close attention to the "Payment" tab, as that is where you enter your payment information.

You will receive an electronic registration confirmation number. Please forward a copy of the confirmation to Janet at jpark@sdsu.edu. If you have any problems or questions, please email Janet. She will get you an answer as quickly as possible.

**Students who have applied for SDSU Financial Aid or have other third-party payer:**
Select "Bill my company." (Selecting third-party billing will notify the CES Cashier to process your registration and defer your fee payment.) Fill in the following:

- **Company name:** SDSU Financial Aid; or name of third-party payer
- **Billing Contact Person:** Financial Aid; or contact of third-party payer
- **Address, City, State, ZIP:** San Diego State University, San Diego, CA 92182-7436; or, address of third-party payer
- **Phone:** 619-594-6323; or phone number of third-party payer
- **Email:** fao@sdsu.edu if financial aid; or email of third-party payer
- **PO number or billing number:** 12345 if financial aid; or third-party purchase

**Students who are self-pay:**
Select "Credit Card/Electronic Check." Follow instructions for paying the fee.

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### 8.3 MISCELLANEOUS FEES

There are miscellaneous fees associated with the clinical training [approximately $200-$250] (E.g. CALIPSO fee, background checks and fingerprinting, immunizations as required by clinical sites, see section on “Clinical Procedures”).

There will be fees associated with books and course materials for most classes. This may include software, textbooks, and learning response systems (e.g. clickers).
9.0 FINANCIAL ASSISTANCE

Students apply for all financial aid assistance through SDSU (Student Services Building Rm-2536, Phone 594-6422). Students are NOT to apply for financial aid at UCSD. Students in need of financial aid should contact Financial Aid Office (FAO) once admission has been finalized. All doctoral students who are applying for Financial Aid must fill out the Doctoral Program Enrollment Questionnaire (see below) that is available from the SDSU Financial Aid Office.

Financial aid consists mostly of federal and other loans to cover the cost of fees and living expenses. Students are required to submit a FAFSA each year. We encourage students to apply early (the FAFSA submission period usually opens in October).

Some students may qualify for a State Grant that is dispersed from the California State University Chancellor's Office. All students are automatically evaluated for their eligibility based on the FAFSA; qualification is based on income. Once allocated CSU funds are depleted, no further grants are issued, so it is important to submit your FAFSA early. The State Grant is based on the number of SDSU units because this is only for students registered within the CSU system. In the second year, student enroll at SDSU part-time. Therefore, the amount funding from the State Grant in Year 2 will be substantially less to reflect change to part-time SDSU enrollment. Fortunately, tuition is also lower in the second year.

9.1 DOCTORAL PROGRAM ENROLLMENT QUESTIONNAIRE

The SDSU Office of Financial Aid requires joint doctoral students to fill out the Doctoral Program Enrollment Questionnaire. The Doctoral Program Enrollment Questionnaire is only available through the students AidLink account. Students should download the form, fill it out (follow instructions given here), and submit to Office of Financial Aid.

Here are some instructions to help you complete it. In addition, a sample questionnaire appears in the Appendix. Please note that as an AuD student, you do not have to fill out the Verification of Enrollment for Joint Doctoral Program Students except for the second year (as long as you register for 6 units).

Please note that Financial Aid deals directly with student – not with us. If you have specific questionnaires about financial aid, contact financial aid. Students are often able to set up an appointment to meet with a financial-aid officer.

Expected Enrollment Section

1) Put in the number of units expected to be taken in summer, fall, and spring semesters. See curriculum summary spreadsheet for estimate of units. Students entering the program in the fall can leave the first summer blank.

2) If submitting the questionnaire before tuition is finalized for next year, report the current semester’s fees for fall and spring, and leave the summer fees blank.

3) The total amount of fees listed should equal the graduate student SDSU tuition/fees (see http://bfa.sdsu.edu/fm/co/sfs/studentfees.html) plus the AuD Special Program Fee through the World Campus (see the table at the beginning of the “Program Costs” section for the AuD Special Program Fee by semester). AuD students pay full-time tuition (category: Graduate) tuition
in years 1, 3, and 4 and part-time tuition in year 2 while registered at UCSD. Write a footnote in this section that says “AuD College of Extended Studies Special Program Fee included”.

4) Check “No” to the question; Are all of your enrollment fees paid by the SDSU Doctoral Program?

Fee Payment Information Section

1) Fees paid by you: $ all
   Fees paid by Doctoral Program: $ none
   Fees paid by other source: $ none

2) If applicable, write a note in this section that says “Out-of-state fees waived by Graduate and Research Affairs.”

Financial Assistance (Person or Program Name) Section

1) List any scholarships or other awards you will receive

2) Do not report your GA appointment here (it will be reported on the FAFSA).

9.2 SUMMER FINANCIAL AID

For matriculated doctoral students, summer financial aid is available through SDSU. The Doctoral Program Questionnaire must be completed before for the upcoming year before summer financial aid is dispersed. The Financial Aid Office requires the completion of a 10-minute online summer counseling session to receive a postponement of summer registration fees. Students must then register in at least 5 units to be considered for summer loans. Eligible students should get received notification (email and a message posted on AidLink). Refer to https://go.sdsu.edu/student_affairs/financialaid/summeraid.aspx for general summer financial aid information. The AuD Extended Studies fees (Audiology Symposium) is taken into account when the FAO evaluates summer cost of attendance.

PLEASE NOTE: Although summer courses begin in late May, disbursement of summer financial aid does not occur until mid-July. As such, it is important to plan your budget so that funds received in the Fall and Spring semesters of the first year cover your expenses (e.g. rent, bills, books, etc.) through mid-July. If you have any questions or concerns about receiving financial assistance, you can meet with financial aid counselors (no appointment needed). Please refer here for further details about counseling.

9.3 FUNDING OPPORTUNITIES AVAILABLE FOR AUD STUDENTS

Although funding through the AuD Joint Doctoral Program cannot be guaranteed, every effort will be made to provide some financial support for as many students as possible, through graduate assistantships, research grants, and/or scholarships. Financial support will be awarded consistent with the policies of the two universities. Tuition and fees will be charged in accordance with the extant policies at the campus in which the student is matriculated in a given year. International students and first-year US non-residents may be eligible for out-of-state tuition waivers through the Graduate Division, with
endorsement from the Program Directors. These are awarded at the time of admission. Funding provided by the program is only for the specified time period and is subject to change each semester. The AuD Joint Doctoral Program has the following opportunities for financial assistance:

9.3.1 RESEARCH ASSISTANTSHIPS/GRADUATE ASSISTANTSHIPS (RA/GA)

These appointments are made on a semester by semester basis and the number may depend on the School's budget and faculty research funding. An RA/GA supports faculty activities, including research, courses, and/or general program needs; and/or may be assigned to work in the School's office/library/clinic. The typical appointment is for 5 hours/week, with a pay rate of approximately $13.00/hour earning up to approximately $2,200 for the academic year (including work during academic breaks). Additional support may be available for some students during the summer. Students are expected to arrange a regular schedule with their faculty sponsor, but may also be asked to assist other faculty if time permits. Reappointment for successive semesters is possible, and typically are given to students in Years 1 and 2. To be eligible for an RA/GA assignment, an application is required. Some students are hired through a specific faculty’s research project administered directly by the faculty who has the grant. Eligibility for RA/GA support requires at least an overall GPA of at least 3.0. See also program’s Graduate and Research Assistant Policy.

9.3.2 DOROTHY LEE ELLIOTT SCHOLARSHIP

The AuD program’s Dorothy Lee Elliott Scholarship is used to support selected incoming students during Year 1 of the AuD program. Students who apply to the program are automatically considered for this scholarship. There are usually 2-3 scholarships (approximately $1500-3000 each), depending on the available funds, and distributed half in the fall and half in the spring. These awards are designed to recruit meritorious students based on admissions criteria/rankings. No applications are required, and notification is made with the offer of admission. Release of funds requires the student to following instructions sent by the SDSU Scholarship Office. The awards a non-renewable and are only granted to top-ranked incoming Year 1 students.

9.3.3 OTHER UNIVERSITY SCHOLARSHIPS

Some of the following scholarships may be available after matriculating since the deadlines are usually in February, therefore, consider applying during the first year in the program. These scholarships are specific to the School of Speech, Language, and Hearing Sciences (SLHS), but are handled through the SDSU Aztec Scholarships Office. The SDSU Scholarship application is open from March 1, 2020 to August 15, 2020. Deadlines are strictly enforced, so no late submissions will be accepted. Student complete one scholarship application and are matched to the scholarship they qualify for. Applications are reviewed by the SLHS Scholarship Committee.

- Dorothy Baronofsky Memorial Scholarship ($700)
- Nella Feldman Gross Memorial Scholarship ($1,000-1,500)
- Sam Foshee Memorial Scholarship ($1,000)
- Barry W. Jones Memorial Scholarship ($700-1000)
Paul Pfaff Memorial Scholarship ($250)
Kala Singh Memorial Scholarship ($5,000)
University Awards (($1,000)

9.3.4 OUTSIDE SCHOLARSHIPS – OPEN APPLICATIONS

Scholarships may be available through external foundations or professional organizations. An organization that accepts open applications does not limit the number of applicants from individual programs. An organization that restricts applications requires programs to nominate a single candidate from the graduate program. The scholarships listed in this section do not have any restrictions that we know of.

Academy of Doctors of Audiology –

What: AudiologyOnline Emerging Leaders Scholarship two awards of $2500 each
Who:  Student Academy of Doctors of Audiology (SADA) members (Membership $50)
When: Summer
https://www.audiologist.org/current-students/audiologyonline-scholarship-program

American Speech-Language and Hearing Association

Do this now!  Request notification when scholarship competitions reopen

What: The American Speech-Language and Hearing Association offers a variety of scholarships to students in Audiology and Speech-Language Pathology

Who:  Eligibility requirements vary with the scholarship. All applicants must be enrolled full time in an Audiology or Speech-Language Pathology program that is accredited by the Council on Academic Accreditation (CAA)

When: Spring

Details:

General scholarships:  Up to 15 general graduate student scholarships, of $5,000 each, will be awarded

Endowed scholarships:  Up to nine graduate student scholarships will be awarded for special purposes. Scholarships of $5,000 each are available for the following categories, and applicants who wish to be considered for any of these endowed scholarships must indicate this during the Graduate Student Scholarship application process.

• International Student Scholarship: Up to three graduate student scholarships, underwritten by the Kala Singh Memorial Fund, for international students studying in the United States. Only non-U.S. citizens are eligible.

• Minority Student Scholarship: Up to three graduate student scholarships, underwritten by the ASHFoundation's Minority Fund, for students who are members of a racial or ethnic minority group and are U.S. citizens. (Please note this scholarship is separate from ASHA's Minority Student Leadership Program.)
- **NSSLHA Scholarship**: Up to three graduate student scholarships, underwritten by the NSSLHA Scholarship Fund, for undergraduate senior students with active National NSSLHA memberships and who will begin graduate study in the fall of 2020.
  
  [https://www.ashfoundation.org/Apply/Graduate-Student-Scholarship/](https://www.ashfoundation.org/Apply/Graduate-Student-Scholarship/)

**California Academy of Audiology Scholarship**

*What*: Offers a few scholarships each year.

*Who*: Audiology students enrolled in California AuD programs

*When*: Usually in the spring


**CaptionCall**

*What*: Provides up to five $3000 Scholarships for Graduate Audiology Students

*Who*: Eligibility requirements
  - Be current postsecondary undergraduate planning to pursue graduate study or current graduate-level student studying Audiology.
  - Plan to enroll for the entire upcoming academic year in a full-time graduate level course of study in audiology at and accredited school in the United States.
  - Have a minimum grade-point average of 3.0 on a scale of 4.0.

*When*: Applications due in January

[https://captioncall.com/scholarships/](https://captioncall.com/scholarships/)

**Council on Academic Programs in Communication Sciences and Disorders (CAPSCD)**

*What*: Plural Publishing Award ($3000 Research)

*Who*: Master's/AuD level award: This award is intended for Master's/AuD level students who are pursuing research in speech-language pathology or audiology.

*When*: announcement will be posted in August; applications due in the Fall

*Multiple applicants from the same institution allowed?* Yes

[https://www.capcsd.org/plural-research-scholarships/](https://www.capcsd.org/plural-research-scholarships/)

**Seratoma Communication Disorders Scholarship** ($1000)

*What*: $1000 scholarship

*Who*: Audiology and Speech-Language Pathology students enrolled in an accredited graduate program (we qualify)

*When*: Applications due March 30

9.4.5 OUTSIDE SCHOLARSHIPS – RESTRICTED APPLICATIONS

An organization that restricts applications requires programs to nominate a single candidate from the graduate program. The scholarships listed in this section are restricted.

AAA Foundation and SAA Foundation

**What:** The American Academy of Audiology Foundation offers a number of scholarships for Audiology Students ranging from $500 to $10,000. The SAA Foundation offers one award of $1000

**Who:** Audiology students

**When:** Fall (SAA Foundation) and Spring (AAA Foundation)

**Restrictions:** University audiology programs may nominate/recommend only one student for each scholarship opportunity annually.

**Application procedures:** Students who wish to apply for one of these scholarships must notify the SDSU Co-Director or SDSU scholarship representative (Dr. Dreisbach) at least three weeks before the application deadline. If students wish to apply for more than one award, they should indicate the rank of the award opportunities they are interested in. Scholarship application materials must be submitted to the AuD Scholarship subcommittee (via Dr. Dreisbach) at least two weeks before the deadline. If there is more than one applicant, the subcommittee will review the materials and select the student(s) to nominate. A student will not be considered as a nominee if there is a pool of more than one applicant and the students did not notify the faculty or submit materials on time.

https://www.audiologyfoundation.org/scholarships-grants/general-education-scholarships-grants

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Award decision based on:</th>
<th>Amount</th>
<th>Awards per year</th>
<th>Application due date</th>
<th>Notification Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAA Student Leader Scholarship</td>
<td>A student who shows exceptional leadership in service to the profession of audiology.</td>
<td>$1,000</td>
<td>1</td>
<td>October 1</td>
<td>December 15</td>
</tr>
<tr>
<td>Empowering Students Scholarship</td>
<td>A student who shows exceptional promise as a clinical audiologist.</td>
<td>$5,000</td>
<td>6</td>
<td>April 30</td>
<td>August 15</td>
</tr>
<tr>
<td>Sponsored by Oticon, Inc.</td>
<td>$30,000 in scholarship funds are available; up to $20,000 are designated for Black students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continued Achievement Scholarship</td>
<td>A student who shows exceptional promise in providing outstanding patient care as a clinical audiologist.</td>
<td>$2,000</td>
<td>2</td>
<td>April 30</td>
<td>August 15</td>
</tr>
<tr>
<td>Judith Blumseck Scholarship</td>
<td>A student who demonstrates outstanding clinical skills and who shows promise in terms of clinical research and service to the professional community and/or the community at large.</td>
<td>$500</td>
<td>1</td>
<td>April 30</td>
<td>August 15</td>
</tr>
<tr>
<td>Sadanand Singh Memorial Scholarship</td>
<td>A minority and/or international student who shows exceptional promise in audiology research.</td>
<td>$500</td>
<td>1</td>
<td>April 30</td>
<td>August 15</td>
</tr>
<tr>
<td>Jerry Northern Scholarship in Pediatric Audiology</td>
<td>A student who shows exceptional promise as a clinical audiologist with a focus on the specialty of pediatric audiology.</td>
<td>$10,000</td>
<td>3</td>
<td>May 31</td>
<td>August 15</td>
</tr>
</tbody>
</table>
Council on Academic Programs in Communication Sciences and Disorders (CAPSCD)

**What:** One award - Francis J. Lavan Scholarship award ($5000) for outstanding service

**Who:** This very competitive scholarship opportunity is open to both speech-language and audiology students nationwide. Graduate students are eligible if they are currently enrolled in a professional graduate program (Master's SLP, AuD, or SLP-D) at a CAPCSD member institution.

**When:** must submit materials to SLHS in the Fall for application to CAPSCD in January.

**Restrictions:** One nomination from a member program (this include both speech-language and audiology students)

**Application:** There is a three-part application/review process. Students must first submit application materials to their Program Directors (audiology or speech-language). The Program Directors will recommend a single applicant for the next level of review by the SLHS Executive Committee. The SLHS Executive Committee will either select a single nominee for the award or will decline to nominate if there a not a candidate strong enough to compete on a national level.

https://www.capcsd.org/frances-j-laven-scholarship/

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### 9.3.6 Externship Stipends

Many of our students have secured externship experiences that pay a stipend or salary, and these have ranged from $16,000-$50,000. Some outstanding externship opportunities do not pay stipends, however.

### 9.4 Financial Crises

Students who experience a sudden negative change in their financial situation may be eligible for emergency assistance through the Economic Crisis Response Team.

http://go.sdsu.edu/student_affairs/ecrt/Default.aspx

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### 10.0 Research/Graduate Assistantship (RA/GA)

Currently, all of the program’s Year 1 assistantships at SDSU are classified as Research Assistants (RAs) and are funded from research grants and from the Audiology Clinic, which are operated through the SDSU Research Foundation. Students will be notified via email from administrative assistant, Janet Park, that a position has been requested for them, and within a week or two, students will again be notified via email by Foundation HR with further instructions regarding the application/hiring process. UCSD is no longer funding Year 2 Graduate Assistants, except in rare instances. A limited number of Year 2 students may be funded through SDSU faculty research grants or through the clinic.

All RAs are required to comply with the policies and procedures described below, as well as those of the relevant institutions. Failure to adhere to these policies and procedures will result in disciplinary action and may result in loss of assistantship. Continuation of a RA appointment requires the student to have at least 3.0 cumulative GPA.

RAs are expected to demonstrate professional behavior appropriate for the assignment and environment. This includes dependability, punctuality, professional dress if applicable, and honesty in reporting hours.
A student has the right to resign from the RA position if he/she is unable to meet the work and schedule requirements or if there are personal reasons for resigning; however, the student should discuss this ahead of time with his/her supervisor or program director.

10.1 RA SUPERVISOR

RAs are assigned a faculty supervisor. The supervisor determines the RA’s work schedule and activities. The student’s assigned supervisor and activities may change depending on the needs of the program. Students hired are an exception to this policy; while funded by a grant, the assigned faculty supervisor will remain the same.

10.2 RESEARCH/GRADUATE ASSISTANT WORK SPACE

Workspace will vary depending on the RA’s supervisor and assignment. RAs are expected to be on site during their assigned hours. RAs should check with his/her supervisor about location for completing assignments.

10.3 HOURS/OBLIGATIONS:

Students are expected to arrange a regular schedule with their faculty supervisor. Once the RA schedule is established, students are expected to work the designated hours at the assigned work site unless other arrangements have been made in advance with the faculty supervisor. If the RA is ill or a family emergency prevents reporting to work, the RA must contact his/her faculty supervisor by phone immediately. If a student would like to request time off, he/she must request this in writing from his/her direct faculty supervisor (Kirsch, Mackersie, Dreisbach, Preminger, Torre, or Zettner) a minimum of two weeks before the requested time off; one month is preferred.

Every effort will be made to keep the RA busy during his/her assigned work hours. In the event that all work assignments have been completed, the RA may study or work on school assignments, but only after checking with his/her supervisor and only if he/she remains at the assigned workstation. It is the RA’s responsibility to check with his/her supervisor the first thing each day he/she reports for work. The RA must not engage in any personal activities (e.g. homework) unless the assigned work is completed and permission granted by the RA’s supervisor. Under normal conditions, work “at home” is not permitted; however, given the pandemic, it is expected that most students will be working remotely rather than coming to campus. Students are expected to discuss the work arrangements with their assigned supervisors.

Students are required to submit RA Activity reports and time sheets each pay period, as described below.

10.4 RA ACTIVITY AND WORK REPORTING REQUIREMENTS

For fall 2020, students will not be required to submit RA Activity reports. We will re-evaluate this requirement for spring 2021. The information regarding the procedures for submitting RA activity reports (Section 10.4.1) is for future reference.
Students are required to submit two different documents describing their work activities and work hours. The RA Activity reports are submitted to the RA supervisors using a Google Form designed for this purpose. The process is described in section 10.4.1 below.

RAs are also required to submit electronic employment time sheets documenting the number of hours worked. Students must submit time sheets the SDSU Foundation. This process is described in section 10.4.2 below.

Students must submit both an RA Activity Report AND an electronic time sheet to get paid.

10.4.1 ACTIVITY REPORTS FOR RESEARCH/GRADUATE ASSISTANTS

NOTE: We will not be implementing RA Activity Reports for Fall 2020; we will revise for Spring 2021 if needed.

RAs are required to submit an RA Activity Report at the same time he/she submits the SDSU Foundation time sheet or UCSD time sheet. Activity Reports are to be submitted electronically (via Google Forms) using a URL link provided by each RA’s supervisor. This form helps us determine the work flow and utilization of RAs in the department. The designated SDSU Foundation supervisors (Dr. Kirsch and Dr. Mackersie) will review these activity reports before approving your Foundation employment time sheets. Foundation time sheets will not be approved unless the RA Activity report is also submitted; this is needed to verify your hours spent working with various assigned faculty supervisors.

RAs are required Activity Reports even if they work zero hours. The RA Activity Report is to be completed by the end of the last scheduled workday in each time period (the 15th of the month and the last day of the month).

For each day worked, students will complete separate entries for the time actually worked and the time engaged in independent activities. We will do our best to keep you busy; however, if the RA has completed all of his/her assigned work and is at the assigned work place, he/she may log the remainder of the assigned shift as “independent research”. A student may only log “independent research” if he/she has completed all assigned RA work and is at the assigned work location. For example, studying in an assigned research lab area may be considered independent research, but leaving the assigned area to work on a lab activity or to see an “extra” patient in the clinic is not considered independent research because the student has left the assigned job location. If the student works more than one day during a given week, the student should log the activities for each day worked. The student is to click on the “Submit” button at the bottom of the Activity Report to submit his/her report.

The RA Activity reports are independent from the employment time sheets. Both must be completed to get paid (see time sheets above).

10.4.2 SUBMITTING EMPLOYMENT TIME SHEETS

SDSU FOUNDATION ELECTRONIC EMPLOYMENT TIME SHEETS

During Year 1, RAs are eligible to be paid for the time worked (up to five hours per week) from about September 1 through about May 15-20 (end of the term). The student will submit electronic time sheets to the Foundation every two weeks to document the number of hours worked, even if the number of hours
worked is zero. Students may work during breaks, beginning after finals weeks (e.g. winter break, spring break), but students may elect not to work during these breaks. Time sheets are to be submitted on the 15th of the month and on the last day of the month.

Students are expected to their employment time sheets on time. Time sheets must be submitted even if the student does not work during the time period – i.e. if the student works 0 hours.

Once a student has signed in with the Foundation, he/she they will be able to access their electronic timesheets. Students must view 2 timesheet tutorials found at [http://www.foundation.sdsu.edu/payroll/empcenter/training.html](http://www.foundation.sdsu.edu/payroll/empcenter/training.html)

Dr. Kirsch (Clinic RAs) and Dr. Mackersie (other RAs) electronically approve the timesheets on the 1st and 16th of the month, provided that the students have submitted activity reports documenting their activities. Time sheets that you not been submitted will be ignored and the student will not get paid. It is important to set up a reminder system on your calendar or through some other means to ensure that this does not happen. Failure to adhere to deadlines such as these reflects poorly on the generic abilities.

**UCSD TIME CARDS**

On rare occasions, Student Assistants may be funded at UCSD during Year 2 typically. Students generally work 5 hours/week during each of the three quarters, including finals. Students are paid for the time worked. Student Assistants who are funded through UCSD during must submit activity reports on GDrive (see 10.4.1 above) and electronic timecards using MyTime. UCSD Paychecks are only authorized if a timecard is submitted. See Dr. Zettner for details.

**10.4.3 FAILURE TO SUBMIT TIME REPORTS AND ACTIVITY REPORTS WILL RESULT IN LOSS OF PAY.**

Failure to submit these reports on time may also result in an unsatisfactory student evaluation in the area of generic abilities (e.g. punctuality, responsibility).

**10.5 OTHER WORK-RELATED POLICIES FOR RESEARCH/GRADUATE ASSISTANTS**

In addition to the general policies and procedures noted above, there may be additional policies associated with the specific assignment (e.g. clinic or particular research lab). RAs are expected to adhere to all policies and procedures associated with their particular work assignment.

**10.6 DISCIPLINARY PROCESS FOR RAS**

Failure to adhere to the general RA policies and/or the policies specific to the assignment may result in disciplinary action as described below. Please refer to the appropriate policy for your particular source of funding:

SDSU Foundation, [http://www.foundation.sdsu.edu/pag/hr_discipline.html](http://www.foundation.sdsu.edu/pag/hr_discipline.html)

SDSU Graduate assistant (state funding), [http://gra.sdsu.edu/grad/docs/TAGA_Handbook_1314.pdf](http://gra.sdsu.edu/grad/docs/TAGA_Handbook_1314.pdf)

UCSD funding (for UCSD student employees), [http://blink.ucsd.edu/HR/supervising/hiring/students/](http://blink.ucsd.edu/HR/supervising/hiring/students/)

Disciplinary action may be recommended by the student's supervisor. However, any such actions will be approved and taken by the appropriate Human Resources department.
Reinstatement of RA funding is not guaranteed. If funding is terminated, the student must develop an intervention plan for the issues resulting in the termination of funding and is to present it to their faculty committee (academic supervisor, clinic supervisor, and research supervisor) for consideration of reinstatement. If the student completes the intervention successfully, they may apply to re-establish GA funding in a forthcoming semester.

10.7 EMPLOYMENT APPEALS AT UCSD

A student holding an academic appointment at UCSD such as a Graduate Student Researcher, may appeal an action relating to his or her employment in accordance with appeal rights described in Academic Personnel Manual Policy 140, which is available on-line at http://www.ucop.edu/acadadv/acadpers/apm/apm-140.pdf. An appeal by a teaching assistant, reader, or tutor is covered by the ASE/UAW contract.

11.0 PROCEDURES FOR CONFLICT RESOLUTION AND COMPLAINTS

11.1 SDSU - SCHOOL OF SPEECH, LANGUAGE, AND HEARING SCIENCES

Students have many channels open to them for addressing or appealing problems, as well as for providing input of a general nature regarding the programs. The following gives suggested steps for providing input and/or seeking resolution to problems. All complaints will be acted upon (verbal or written). Formal complaints must be in writing and signed. In addition to the following, the student should consult the Faculty Senate’s Procedures for Handling Student Grievances Against Members of the Faculty (available from the SDSU Ombudsman’s Office), and/or the graduate catalogs from the relevant university. The Program’s grievance procedures may not supersede the grievance procedures of the university.

I. For problems or complaints such as sexual harassment, discrimination (race, religion, gender, etc.) or violations of the Americans with Disabilities Act, students may seek redress as described below or go directly to the Ombudsman and/or the Vice-President for Student Affairs Office. These are issues that may be violations of state and federal laws.

II. For problems related to program academic/clinic issues or policies, problem resolution should be addressed first at the most "local level", e.g., talk with the faculty member involved. If that does not resolve the issue, then go through the School’s channels before contacting the College Office, Ombudsman’s Office, Graduate and Research Affairs, Student Affairs, or Faculty Affairs. For more information on the appropriate procedures or advice on all matters, contact the School Director.

A. For circumstances that might lead to academic probation or dismissal, non-reappointment to a GA or TA position or other academic problems, e.g. doctoral project committees, clinical competencies, and comprehensive exams, the following channels of communication are available to the student:

1. If related to a specific course, discuss the problem with instructor. If related to clinic, discuss problem with Audiology Clinic Director. If related to other academic issues, discuss problem the AuD program Co-director. If still not resolved,

2. Discuss the problem with the School Director. If still not resolved,
3. Contact the Assistant Dean of Student Affairs for the College of Health and Human Services. If still not resolved,

4. Initiate a more formal grievance through university channel such as the Graduate and Research Affairs (Centennial Hall) and/or Ombudsman's Office (Student Services Building). See also relevant pages in the Bulletin of the Graduate Division.

B. For general issues of a collective nature (e.g. program policy issues), any student may present their concerns/suggestions to the Audiology Co-director, Audiology Clinic Director, School Director, Graduate Advisor, Academic Advisors, or NSSHLA/SAA advisors, either verbally or by signed-letter. These issues may be addressed directly at the regular faculty meetings.

C. For specific problems with a faculty member, administrator, or staff (other than grade dispute) the following channels of communication are available and should begin at the most “local” level.

1. Discuss the matter with the faculty member, administrator, or staff. If not resolved,

2. Discuss the matter with the School Director (or supervisor). Issues may be brought to the School Director's attention verbally or in writing (signed). Verbal concerns may be brought to the faculty member’s attention by the Director; however, no formal action is initiated at this level and nothing is placed in the faculty member’s Personnel File. For formal action (more serious complaint), a letter (signed) to the Director describing the problem and desired resolution is required. The faculty member will be informed of the concern and given a copy of your letter. You or the Director may request that the letter be considered for placement in the faculty member’s Personnel File.

3. If not resolved at prior level, discuss the matter with the Assistant Dean of Students for the College of Health and Human Services. If still not resolved,

4. Contact the Student Affairs Office and/or Ombudsman’s Office for advice on formal procedures to follow for student grievances against the faculty.

5. For situations involving possible discrimination, students may seek the advice of an Equal Opportunity Counselor (EOC). See also the SDSU Policy File (Procedures for Handling Discrimination Complaints). It is recommended that steps 1-4 be followed as well.

   SDSU: http://bfa.sdsu.edu/hr/oerc/students/complaints.aspx
   UCSD: https://students.ucsd.edu/sponsor/student-conduct/regulations/23.00.html

6. For situations involving possible sexual harassment, students should contact the appropriate university department for proper procedures.

   SDSU: http://bfa.sdsu.edu/hr/oerc/students/sexharrasstu.aspx
   UCSD: https://ophd.ucsd.edu/policies-procedures/polpro_student.html

A document explaining SDSU students’ rights and options can be found here.

D. For problems with grades for a specific course, the student should go through the following steps:
1. Read relevant course syllabus, Performance and Disqualification Policy of the AuD program, and the Bulletin of the Graduate Division regarding assignment of grades and grade appeals. If still not resolved,
2. Meet with the instructor of the course. If still not resolved,
3. Meet with the AuD Program Director. If still not resolved,
4. Meet with the School Director. If still not resolved,
5. Meet with the Assistant Dean of Student Affairs for the College of Health and Human Services. If still not resolved,
6. Contact the Student Affairs Office or Ombudsman’s Office for advice on formal procedures for grade appeal.
   
   SDSU Ombudsman Office
   UCSD Ombuds Office

11.2 UCSD - CONFLICT RESOLUTION AND STUDENT APPEALS

Occasionally interactions between students, staff and faculty result in misunderstandings, disputes and/or differences of opinion. In the majority of instances these differences can be resolved as a result of an informal discussion between the persons involved. UCSD encourages students to promptly pursue informal action first. In instances where informal resolution is unsuccessful, students have various formal avenues for complaint resolution. Graduate students are encouraged to contact the Assistant Dean for Graduate Student Affairs in the Office of Graduate Studies and Research for information and assistance with the resolution of conflicts.

* Attempt to resolve the matter informally first. Most disputes are the result of poor communication.
* Attempt to resolve the matter immediately.
* Try to be rational and objective. Do not allow emotions to interfere with finding a resolution.
* Know your desired outcome. Be objective in this assessment.
* Keep complete and accurate notes of the situation and the steps you have taken to find a resolution.
  
  Develop a file for these documents.
* Avoid being confrontational or accusatory. This only stops the resolution process.
* Know the appropriate policies. Consult the departmental handbook, UCSD General Catalog, and other campus policies.

Appeal and other rights for students accused of violating UCSD policies and procedures are outlined in the UCSD Student Conduct Code [http://ugr8.ucsd.edu/judicial/22_00.html](http://ugr8.ucsd.edu/judicial/22_00.html).
Non-Academic Appeals and Grievances

A student may appeal an action or inaction of his or her department, program, individual faculty member, or UCSD administrator. Examples include those actions taken on grounds not relating to a student's academic performance that affects a student's educational status, program of study, financial support, or access to services. The procedures are set forth in the General Catalog, Graduate Studies, Student Appeals, available on-line at http://www.ucsd.edu/catalog/. Generally, appeals of non-academic decisions apply only to situations in which due process was not followed in arriving at the decision or the decision was motivated by personal prejudice.

Grievances concerning violations of student rights are covered by the Student Conduct Code grievance procedures, which are available on-line at http://ugr8.ucsd.edu/judicial/23_00.html#23.10

Examples of violations of students' rights include those affecting rights to privacy or protection from discrimination.

As with other appeals, a complaint about a non-academic decision first should be made promptly to the decision-maker, if known to the student. If an appeal to an individual faculty member or administrator is not resolved to the student's satisfaction, he or she may submit a written appeal to the appropriate committee, governmental body, unit manager, supervisor or designated representative for review and disposition. Such appeal must be made not later than one hundred (100) calendar days from the date of the incident causing the grievance. If the appeal at this level is not resolved to the student's satisfaction, the appeal may be continued as described in the UCSD Catalog or the Student Conduct Code procedures referenced to above.

Employment Appeals

A student holding an academic appointment, such as a Graduate Student Assistant, may appeal an action relating to his or her employment in accordance with appeal rights described in Academic Personnel Manual Policy 140, which is available on-line at http://www.ucop.edu/acadadv/acadpers/apm/apm-140.pdf. An appeal by a teaching assistant, reader, or tutor is covered by the ASE/UAW contract.

11.3 CONCERNS ABOUT ACCREDITATION/CERTIFICATION STANDARDS OR PROGRAM COMPLIANCE WITH STANDARDS

Student should address the issue first with one of the program Co-directors, or the SDSU School Director. These complaints will be documented in separate summary notes by the SDSU Co-director or School Director without any identifying information for purposes of sharing with the accreditation board should the board make such a request. Should the issue still not be resolved, or for questions about the program's accreditation status, the student may contact the Council on Academic Accreditation (CAA) at:

Council on Academic Accreditation in Audiology & Speech-Language Pathology  
American Speech-Language-Hearing Association  
2200 Research Blvd  
Rockville, MD 20850-3289  
Phone: 800-498-2071 or 301-296-5700  
https://caa.asha.org/programs/complaints/
11.4 COMPLAINTS RELATED TO DISCRIMINATION, HARASSMENT, SEXUAL HARASSMENT

Title IX is a federal law that protects students, educators and school employees against all forms of sex or gender discrimination, including: sexual harassment, dating and domestic violence, other forms of sexual misconduct, stalking and retaliation. Students or staff experiencing discrimination based on sex or gender should contact their campus Title IX office.

The SDSU (California State University system) institutional policy can be found here:

The UCSD institutional policy can be found here: http://www.ucsd.edu/catalog/front/shpp.html

For more information, or to file a complaint please see the following websites:

SDSU Title IX Officer

UCSD Office for the prevention of Harrassment and Discrimination (OPHD)
http://ophd.ucsd.edu/
12.0 AUD PROGRAM MILESTONES AND STEPS TO GRADUATION

12.1 AUD FORMS: COMPLETION PROCEDURES

There are specific milestones that must be met before the universities will grant your SDSU/UCSD degree. (See also Graduation Eligibility and Procedures in this Student Handbook). The student’s advisor and/or doctoral project chair will help with the following steps as needed. Some of these steps refer to official university forms (AUD-1, AUD-2, AUD-3, AUD-4, and AUD-5), copies of which are available on Canvas (SDSU/UCSD Joint Resources site).

1. **AUD-1** (Conditions/confirmation of admission). File any missing admission documents if admitted provisionally, e.g., final transcripts with degree posted. The AUD-1 form (recommendation for admission) was used as part of each student’s admission process (and no further action is necessary by matriculated students).

2. **AUD-2 Nomination of Doctoral Project Committee.** After approval of the Doctoral Project Summary, including vetting by the Executive Committee (see below for more details), the student constitutes a doctoral project committee (with chair’s assistance) using the AUD-2 form.

   The student sends the approved Doctoral Project Summary to potential committee members and meets with them to discuss their willingness to be on the committee; if the faculty members are interested, the student obtains the committee members’ signatures on the AUD-2 form. The student submits the signed AUD-2 form to the UCSD Co-Director (Dr. Zettner), who will then submit the information through an online system and records the submission on the program’s tracking log. The online submission gets routed to the program co-directors and graduate deans for approval. Should a student need to change the membership of the doctoral project committee, he/she must obtain approval using the AUD-4 form (see below) and follow the same procedures as with the AUD-2 Form. See the Doctoral Project Guidelines for further information and important steps.

3. **AUD-3 Advancement to Candidacy.** The program’s Co-directors are responsible for filling out and obtaining signatures of the Executive Committee on an AUD-3 form for each student. The AUD-3 forms will be generated by the designated Co-Director and routed for signature by the Executive after the student’s AUD-2 has been approved and the student passes year 2 Qualifying Exams. The anticipated date of Doctoral Project completion will be the approximate presentation date at the end of the third year (deadline for completion). The UCSD Advancement to Candidacy fee ($50) will be billed to the student’s UCSD Triton account. The complete form will be routed via AdobeSign to the student, AuD Executive Committee, and Graduate Divisions for signatures and processing.

4. **AUD-4** (Change of Doctoral Project Committee). Should a student need to change the membership of the doctoral project committee, he/she must obtain approval using the AUD-4 form following the same procedures as with the AUD-2 form.

5. **AUD-5 (Completion of Doctoral Project and Third-Year Summative Exam Requirements—Eligibility for Degree).** The AUD-5 form is the last document to be completed and routed to the SDSU and UCSD Graduate Divisions for approval when all degree requirements have been. Effective Fall, 2020, the AdobeSign form may be executed in two stages. Following completion of the Doctoral Research Project and Third-Year Summative Exam requirements at the end of year 3, the SDSU Co-Director or designated administrative assistant will complete the form and route this to the Doctoral Research Committee for signatures. The form will be routed to the SDSU Co-Director, but will not be signed until all the requirements, including the 4th-year Externship, have been completed. Typically, this occurs one year later. The SDSU Clinical Training Director will notify the SDSU Co-Director when the 4th-year Externship has been completed. The SDSU Co-Director will then sign
the form indicating that all requirements have been met; the form will then be routed to the UCSD Co-Director and to Graduation Division of both institutions for final signatures and approval.

### 12.2 TABLE OF IMPORTANT MILESTONES

<table>
<thead>
<tr>
<th>Action</th>
<th>Deadline</th>
<th>Whom</th>
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</thead>
<tbody>
<tr>
<td>Year-1 Qualifying Examination</td>
<td>Year 1, August</td>
<td>Results to advisors</td>
</tr>
<tr>
<td>Doctoral Project Summary submitted to chair</td>
<td>Year 2, March 1</td>
<td>To Doc Proj Chair</td>
</tr>
<tr>
<td>Chair-approved Doctoral Project Summary</td>
<td>Year 2, March 15</td>
<td>To Research faculty</td>
</tr>
<tr>
<td>AUD-2 form (committee)</td>
<td>Year 2, March 30</td>
<td>To Dr. Zettner</td>
</tr>
<tr>
<td>Year-2 Qualifying Examination</td>
<td>Year 2, June/July</td>
<td>Results to advisors</td>
</tr>
<tr>
<td>AUD-3 form (Advanced to Candidacy)</td>
<td>Year 2, Summer (June/July)</td>
<td>Routed AdobeSign</td>
</tr>
<tr>
<td>National Exam in Audiology - Praxis</td>
<td>Year 3, Winter (February)</td>
<td>SDSU, SLA licensure board &amp; ASHA (optional)</td>
</tr>
<tr>
<td>Chair-approved Doctoral Project</td>
<td>Year 3, Early April</td>
<td>Chair</td>
</tr>
<tr>
<td>Approval to Present Doctoral Project</td>
<td>Year 3, 1 week prior to Presentation Day (May or Dec)</td>
<td>Chair and committee</td>
</tr>
<tr>
<td>AUD-5 form (Completion of requirements)</td>
<td>Year 3, day of doc project presentation</td>
<td>Turn in to Mackersie</td>
</tr>
<tr>
<td>Doctoral Project Presentation Day</td>
<td>Year 3, Mid-May and Mid-Dec</td>
<td>Open forum</td>
</tr>
<tr>
<td>File application for temporary CA Audiology License and Required Professional Experience</td>
<td>Year 4, By the beginning of the externship</td>
<td>To SLPAB (licensing board) CA only Graduate Division</td>
</tr>
<tr>
<td>Apply for Spring or Summer Graduation</td>
<td>Year 4 Late Jan / early Feb</td>
<td>Kirsch</td>
</tr>
<tr>
<td>Externship paperwork; Spring Graduation</td>
<td>Year 4, June 6 Year 4</td>
<td></td>
</tr>
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<td>Externship paperwork; Summer Graduation</td>
<td>Year 4, August 28 Year 4</td>
<td>Kirsch</td>
</tr>
<tr>
<td>Submission of Clinic Practicum Verification</td>
<td>After completion of externship</td>
<td>Preceptor to SLA Board</td>
</tr>
<tr>
<td>IRB Final Report</td>
<td>After completion of doctoral project</td>
<td>IRB</td>
</tr>
</tbody>
</table>
12.3 ADVANCEMENT TO CANDIDACY

The program’s Executive Committee recommends students eligible for Advancement to Candidacy to the graduate deans of both institutions through the AUD-3 form (See AUD Form-completion Procedures above). Students will be recommended for Advancement to Candidacy after successfully completing all prerequisites, Year 1 Year 2 course and clinic requirements with an overall GPA of at least 3.0, passing the Year 2 Qualifying Exam, approval of the Doctoral Project Summary, and approval of the Doctoral Project Committee (AUD-2 form) (See AUD Forms-completion Procedures above). **Students cannot enroll in any courses at SDSU or UCSD in the fall semester of Year 3 (registration hold will occur)** until Advanced to Candidacy. UCSD student housing may also be affected.

12.4 DEGREE ELIGIBILITY AND STEPS TO GRADUATION

1. Satisfy the program’s academic and clinic performance criteria.
2. Become Advanced to Candidacy (summer, beginning of Year 3)
3. Pass the Year-3 Summative Examination (winter/spring of Year 3).
   A. **Students are responsible for signing up to take the Praxis on during the earliest test window offered in the Spring (typically February)** and may repeat this one time during the Spring term (typically in April) (visit [www.ets.org/praxis](http://www.ets.org/praxis)). If a student does not pass the Praxis by May 1, he/she may petition the faculty (via their advisor) to take a Third Year Summative Exam, written by the program faculty. Students are required to pass the Third-Year Summative Exam before starting the 4th-year externship.
   B. Students must attain a score of 170 or higher to satisfy the program's Year-3 Summative Exam requirement.
   C. The student must give a copy of his/her Praxis Examination Score Sheet to the Reya Gredonia (AuD Administrative ass’t) or to the SDSU Audiology Program Director to place in his/her file.
   D. Should a student not pass the Praxis Examination after the allowed-number of retakes (1), she/he must petition (check with advisor) to take the program’s Written Comprehensive Examination. If a student does not pass the program’s Written Comprehensive Examination (one retake allowed) she/he is subject to dismissal from the program.
4. Apply for graduation (Spring Year 4). Spring and summer graduates must apply by the Graduate Division deadline (usually between January 30 and February 1).
5. Earn Credit in at least 2 terms of doctoral project (AUD 899 at SDSU or AUD 299 at UCSD). This normally occurs in fall, winter, and/or spring terms of Year 3 (after being Advanced to Candidacy).
6. Complete the doctoral project before starting the Externship (May of Year 3). See Doctoral Project Policies and Procedures section. Develop a schedule with project chair for timely completion. Students must be enrolled in 899 or 299 in the semester that the doctoral project is presented.
7. Sign-up for the Doctoral Project Presentation Day (December or May). Upon approval by the student’s project chair (and the committee), and at least one week prior to the presentation day, the student is to send the SDSU Co-director a request to present his/her doctoral project, and **must**
provide the SDSU Co-director with the project’s abstract, including title of the project and the names of the committee members.

8. Give an oral presentation of the doctoral project (approximately 20 minutes) during the scheduled Doctoral Project Presentation Day (May or December). The student should consult with her/his project chair regarding the content of the presentation. The presentation is open to all interested faculty, students, friends, and relatives.

9. Successfully complete (grade of B or better) in three semesters of the Externship (AUD 871) and two semesters of the Online Integrative Seminar (AUD 891).

12.5 APPLYING FOR GRADUATION

Apply for graduation by the deadline of Year 4 (usually between January 30 & February 1). The student must apply and pay the graduation application fee (currently $100) for a spring graduation or summer graduation date by the deadline set by the SDSU Graduate Division.

Students should consult the section below to determine whether he/she is to be a spring or summer graduate. Due to security reasons, students cannot go through the ceremony unless they have applied for spring or summer graduation and have paid the fee. Since there is only one graduation ceremony each year, all spring and summer graduates should plan to go through the graduation ceremony at SDSU (and be hooded on stage!) at end of spring semester of Year 4. Students may also choose to go through graduate ceremonies at UCSD in mid-June.

Graduate Division Website: http://aztecgrad.sdsu.edu/gra/Default.aspx

12.6 SPRING VS SUMMER REGISTRATION

The externship registration sequence will depend on when the student begins the externship. Students who begin the externship before July 1 will register for summer, fall, and spring. Students who begin the externship between July 1 and September 1 will register for fall, spring, and summer.

The graduate date also depends on when the student begins the externship. Graduate dates are constrained by the institutional academic calendars for SDSU and UCSD. More details can be found in the next section.

12.7 SPRING VS SUMMER GRADUATION

Depending on the start/end dates of the externship, the student is eligible for graduation in the either the spring or summer of Year 4.

A. Spring graduation (occasional). To be eligible to receive the AuD degree with a spring graduation, students must begin the externship by June 1. Students will register for a Summer/Fall/Spring sequence. All requirements, including completion of the full 12 months of the externship (and accrual of required number of program clinical hours (4.7.1 Overview), must be completed before the end of the UCSD spring quarter. This means that the student must complete his/her externship and submit all required paperwork to Dr. Kirsch by June 6. Many students will not meet the spring graduation requirements.
B. Summer graduation (typical). If the student begins his/her externship after June 1 or the required paperwork for a spring graduation the paperwork is not received by the deadline, she/he may be eligible to for a summer graduation. Most students will have a summer graduation. To graduate in summer, all requirements must be completed before the end of the UCSD summer quarter. This means that the student must (1) complete his/her doctoral project and presentation by the scheduled May presentation date (NOTE: there is no opportunity to present doctoral projects during the summer); (2) apply for summer graduation by the Graduate Division deadline (3) complete his/her externship and submit all required paperwork to Dr. Kirsch by August 28. Most students will be summer graduates.

C. Summer (end of Year 4) course enrollment and tuition/fees. (See also the above section “Course Registration and Grade Assignments for Externships”).

1) For summer graduates who enrolled in externship (AUD 871) with a summer/fall/spring sequence and have completed the doctoral project, the only outstanding requirement should be completion of externship hours for which a spring grade of Incomplete had been assigned. The three-term summer/fall/spring sequence may extend into the second summer, depending on the start date, but no summer course enrollment is required and no tuition/fees need be paid for the summer extension. In other words, students only register and pay for three semesters of externship. When the externship is completed, and the preceptor submits a Clinic Evaluation, and the student submits his/her Finalization Document (by August 28), a grade change to remove the Incomplete will be submitted by Dr. Kirsch. Note that tuition and special program fee was paid for the initial summer and subsequently for fall and spring semesters.

2) For summer graduates who enrolled in externship (AUD 871) with a fall/spring/summer sequence and have completed the doctoral project there are two scenarios:

   a) (typical) If the externship is completed and the Audiology Clinic Director (Dr. Kirsch) receives the Clinic Evaluation from the externship preceptor and the Finalization Letter from the student before August 14, Dr. Kirsch will submit a letter grade for AUD 871, which will satisfy the requirements for a summer graduation.

   b) (rare) If the externship is completed and the Audiology Clinic Director (Dr. Kirsch) receives the Clinic Evaluation from the externship preceptor and the Finalization Letter from the student after August 14 (when summer grades are due), Dr. Kirsch will submit an Incomplete for the summer, but will subsequently submit a grade change (to remove the Incomplete) if the Finalization Document is received by August 28, which will still satisfy the requirements for a summer graduation. Note that tuition and special program fee were not paid during the previous summer, but were paid for in fall, spring, and the subsequent (final) summer semesters.

More details (University requirements)—You’re almost there!:

1. Students must earn an overall GPA of at least 3.00 (not 2.99999) in order to be eligible for a graduate degree.
2. Students must have an approved AUD-2, AUD-3, and AUD-5 on file with the graduate divisions (see earlier sections).

3. Students must be enrolled in AUD 899 or AUD 299 the semester in which she/he presents her/his doctoral project. If enrolling in Doctoral Project at UCSD (AUD 299), the student must also be enrolled at SDSU (i.e., regular program courses or 897) and pay relevant registration and special program fees if the student is not registered for anything else at SDSU. That is, the student must be registered for something at SDSU during the semester they graduate.

4. Students must be continuously enrolled at SDSU until he/she graduates, unless on an approved leave of absence. The continuous enrollment excludes summers because AUD 899/299 registration is not available in the summers.

5. If the doctoral project (written and presentation) is not completed by the Year 4 presentation date, the student must continue to enroll in AUD 899/299 each semester/quarter that she/he will be using resources (including review of drafts by faculty) on either campus, and will be required to pay all relevant registration and special program fees.

6. SDSU Graduate Division will look for Credit in at least 6 units of Doctoral Project (AUD 899 or AUD 299), usually completed in fall and spring semesters of Year 3, and a B or higher in three semesters of AUD 871 (Externship) to be eligible for the degree.

12.8 IRB Final Report

Submit an extension or Final Report to the IRB depending on the status of the research data/project (e.g., is it to be published or ended). Consult with your committee chair.
13.0 OBTAINING THE AUDIOLOGY LICENSE

Please note that licensure is the responsibility of the student; it is independent of the AuD program and the university. Successful completion of the SDSU/UCSD program will allow students to meet the prerequisite requirements for licensure in the state of California. Although most externships are in California, occasionally students elect to complete the externship in another state. No determination has been made about whether the program meets the licensure requirements in states other than California.

A student completing an externship in California must have a valid temporary license before seeing any patients. Students completing externships outside of California must research the requirements for licensure in the applicable state before beginning the externship.

13.1 REQUIREMENTS FOR CALIFORNIA LICENSURE

The following information is needed by the Speech Language Audiology Hearing Aid Dispensing Board (SLPAHADB) referred to herein as the licensing board:
http://www.speechandhearing.ca.gov/applicants/app_pack_au.shtml

- Valid fingerprints
- Evidence of Doctoral degree in Audiology
- Completion of at least 300 hours in three different settings (not relevant for AuD)
- Completion of Externship
- Transcripts: Student requests UCSD & SDSU Registrars to send to licensing board
- Copy of Diploma or Letter of Completion (See LETTER OF COMPLETION BELOW).
- Clinical Practicum Verification Form (see next section below)
- Test score from the Audiology Praxis Test

13.2 AUDIOLOGY REQUIRED PROFESSIONAL EXPERIENCE CLINICAL PRACTICUM/UNIVERSITY RECOMMENDATION

Within 10 days of completion of the externship, the preceptor is to download and complete the (fillable pdf) the Required Professional Experience Verification form from the licensing board’s website. The preceptor is responsible for submitting the form to SLPAHADB.

14.0 OBTAINING THE CERTIFICATE OF CLINICAL COMPETENCE (CCC-A) FROM ASHA

Instructions and access to the CCC-A certification application can be found on the ASHA website.
https://www.asha.org/Certification/AudCertification/

Applicants must have earned a doctoral degree and must have satisfied all the requirements for certification. As an accredited program, we track students’ progress and toward certification through Calipso and other tracking systems. As noted earlier in the document, some externships do not have ASHA-certified preceptors and thus, may not accumulate the required number of clinic hours supervised by an ASHA-certified audiology.
Alumni who wish to apply for ASHA certification must complete pages 1-3 of the certification application. The Program Verification page of the application (p 4) must be submitted to the AuD Program Director, for review and signature. The process is as follows:

1) Applicant will complete the online certification application
2) The Program Director (SDSU Co-Director) will receive electronic notification that Program Verification has been requested and will review the CALIPSO Clinical Hours Summary and KASA tracking with the SDSU Clinic Director to determine eligibility for certification.
3) The Program Director will submit the Verification form once the degree is posted. Not all students will be eligible for certification at the end of their externship. Those students who complete their externships with a non-ASHA certified primary preceptor may not count those clinical hours and may, therefore, not have a sufficient number of other hours to satisfy the clinical competencies. There are post-graduate mechanisms for obtaining certification, however. Contact the AuD Program Director or ASHA for more information.

15.0 LETTERS OF COMPLETION

15.1 LETTERS OF COMPLETION FROM THE GRADUATE DIVISIONS

Once a has completed of all requirements and final grades and the AUD-5 form has been submitted, there typically a period of 6-8 weeks delay before the degree is officially posted. During this waiting period, the student may make a request to the Graduate Deans of each campus to write a Letter of Completion for the student’s employer and/or the licensing board (see also option of Letter from Dr. Zettner, below). Letters of Completion will not be written by the Graduate Deans after the following semester begins (the student must wait until degree is posted). A request for a Letter of Completion is to be made by contacting the SDSU Graduate Division by phone (619 594-1504) or email (gra@mail.sdsu.edu) and Sarah Hogue in the UCSD Office of Graduate Studies by phone (858 534-6977) or email (sphogue@ucsd.edu | grad.ucsd.edu).

(From the SDSU Graduate Division website (http://aztecgrad.sdsu.edu/gra/letter_of_completion/)

“A letter verifying completion of degree requirements may be requested ONLY if the student has missed the application for graduation with an advanced degree deadline,yet has completed all degree requirements. “Please email us at gra@mail.sdsu.edu with the name of the requested document and we will send you a fill-able PDF form.”  Note: This is a standard letter and no special exceptions of the wording may be requested. “

15.2 LETTER OF COMPLETION FROM DR. ZETTNER TO THE LICENSING BOARD

Please note that it may take 4-6 weeks for the California licensing board to issue an audiology license after a student completes his/her externship and after the student/preceptor signs and submits the RPE Completion Form. In some cases, a student may finish his/her externship before the final grade in AUD 871 can be submitted to the registrar (e.g., before August 14), and a student may wish to minimize any delay in obtaining the license. In this case, the student may request Dr. Zettner to write a Letter of Completion to the licensing board. Dr. Zettner will only write the letter after receiving verification from the Audiology Clinic Director that the student has passed AUD 871 and has submitted the Finalization Letter.
16.0 UNIVERSITY POLICIES

16.1 GRADUATE BULLETINS CONTAIN IMPORTANT POLICIES

The [SDSU Graduate Bulletin](http://www.sdsu.edu) contains a number of policies that apply to students in the Audiology Doctoral Program. See the relevant sections of the SDSU Graduate Bulletin regarding doctoral degree requirements, student rights and responsibilities, grading, grade appeals, grievances, leaves of absences/withdrawal, probation and disqualification, plagiarism, and student conduct, and integrity in student research. (See Part 3. University Policies). See also relevant sections of the [UCSD Catalog](http://ucsd.edu). 

16.2 CONTINUOUS ENROLLMENT POLICY (PER GRADUATE DIVISION)

Students in doctoral programs are expected to make steady progress on their degree program. UCSD has a six-year time limit for doctoral degrees. San Diego State University requires that doctoral students be enrolled in one or more units at the time the degree is awarded.

AuD students who complete their coursework and doctoral project by the end of the spring semester, and only need to complete a few weeks of the externship (AUD 871) in the summer, do not have to enroll in additional units during the summer (they will receive an Incomplete in 871 for spring that will be completed in the summer). Those who have not completed the doctoral project by the end of the spring semester of the 4th year, however, will be required to enroll again in the AUD 899 (Doctoral Project) and the World Campus Audiology Symposium for the semester in which the degree is awarded.

16.3 LEAVE OF ABSENCE

16.3.1 SDSU POLICY

Students who do not register for main campus classes continuously must formally request a leave of absence from the AuD faculty or lose matriculation. Students who lose matriculation must then apply for readmission. Continuous enrollment is required to maintain continuing student status.

16.3.2 PROCEDURES FOR APPLYING FOR A LEAVE OF ABSENCE

1. The student will make a formal written request to both co-directors requesting the length of absence, academic terms involved (e.g. Fall, Spring).
2. The program co-directors (graduate advisors) will consult the executive committee if clarification is needed.
3. Following steps 1 and 2
   1. The student will apply for a leave of absence directly through the Web Portal. The Graduate Division will update the student’s file. The leave of absence is not reflected on the transcript.
   2. Dr. Zettner will let the student know how to file for a leave of absence with the UCSD Graduate Division.
4. Leave of absence for parental leave
   1. If a student will become a parent during the course of study, the student should meet with the advisor and should complete the “Parental Leave for Graduate Students” form.

The form can be found here: [http://fa.sdsu.edu/resources/a_to_z#P](http://fa.sdsu.edu/resources/a_to_z#P)
2. The purpose of the meeting and form is to ensure students are able to take advantage of resources they may be eligible for.

**IMPORTANT:** During the leave of absence, the student will not pay tuition or the special program fee and **access to all program resources are withdrawn** for the entire period of the leave (faculty time, building, room, equipment, and computer access).

Continuing student status includes the maintenance of catalog requirements for graduation. Disqualified students, students absent without an **approved leave of absence**, and those who attend another institution for more than one semester must apply for readmission should they wish to return to San Diego State University. Students who are disqualified are not eligible for a leave of absence.

Course expiration: Students must complete all requirements for graduating within 7 consecutive calendar years (not academic years) for programs with ≥ 36 units. This includes time spent on leave of absence and one-semester stop outs.

### 16.4 STANDARDS FOR STUDENT CONDUCT

Students are expected to follow the **standard for student conduct** as described below.

#### 16.4.1 41301, TITLE 5, CALIFORNIA CODE OF REGULATIONS

(a) **Campus Community Values**

The university is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

(b) **Grounds for Student Discipline**

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

The following are grounds upon which student discipline may be based.

1. Dishonesty, including:
   
   A. (1) Cheating that is intended to gain unfair academic advantage.
   
   B. (2) Plagiarism that is intended to gain unfair academic advantage.
   
   C. (3) Other forms of academic dishonesty that are intended to gain unfair academic advantage.
   
   D. Dishonesty, including: Furnishing false information to a University official, faculty member, or campus office.
   
   E. Dishonesty, including: Forgery, alteration, or misuse of a University document, key, or identification instrument.
   
   F. Dishonesty, including: Misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries.
2. Unauthorized entry into, presence in, use of, or misuse of University property.
3. Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
4. Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.
5. Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.
6. Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.
7. Conduct that threatens or endangers the health or safety of any person within or related to the University community, including
   A. physical abuse, threats, intimidation, or harassment.
   B. sexual misconduct.
8. Hazing, or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation in to a student organization, or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university, or other educational institution in this state. (Penal Code 245.6) and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm to any former, current or prospective student of any school, community college, college, university or other educational institution. The term "hazing" does not include customary athletic events or school sanctioned events. Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.
9. Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
10. Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.
11. Theft of property or services from the University community, or misappropriation of University resources.
12. Unauthorized destruction, or damage to University property or other property in the University community.
13. Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.
14. Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
15. Misuse of computer facilities or resources, including:
   A. Unauthorized entry into a file, for any purpose.
   B. Unauthorized transfer of a file.
   C. Use of another's identification or password.
   D. Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University Community.
E. Use of computing facilities and resource to send obscene or intimidating and abusive messages.
F. Misuse of computer facilities or resources, including: Use of computing facilities and resources to interfere with normal University operations.
G. Use of computing facilities and resources in violation of copyright laws.
H. Violation of a campus computer use policy.

16. Violation of any published University policy, rule, regulation or presidential order.
17. Failure to comply with directions of, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.
18. Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.
19. Violation of the Student Conduct Procedures, including:
   A. Falsification, distortion, or misrepresentation of information related to a student discipline matter.
   B. Disruption or interference with the orderly progress of a student discipline proceeding.
   C. Initiation of a student discipline proceeding in bad faith.
   D. Attempting to discourage another from participating in the student discipline matter.
   E. Attempting to influence the impartiality of any participant in a student discipline matter.
   F. Verbal or physical harassment or intimidation of any participant in a student discipline matter.
   G. Failure to comply with the sanction(s) imposed under a student discipline proceeding.
   H. Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

(Students residing in university Residence Halls are responsible for additional and contractual community standards as published in the Student Housing License Agreement)

(c) Application of this Code
Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

(d) Procedures for Enforcing this Code
The Chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.

16.4.2 PLAGIARISM POLICY
The universities and the Program takes plagiarism seriously and any offense is subject to dismissal from the program. You will be required to complete a plagiarism tutorial during your first semester as part of AUD 700 class. You should also read the materials and other tutorials found on the Canvas site (under Tutorials and/or External Links).
The following paragraphs are from the SDSU Graduate Bulletin (see link in Section 16.1).

“Plagiarism is formal work publicly misrepresented as original; it is any activity wherein one person knowingly, directly, and for lucre, status, recognition, or any public gain resorts to the published or unpublished work of another in order to represent it as one’s own. Work shall be deemed plagiarism: (1) when prior work of another has been demonstrated as the accessible source; (2) when substantial or material parts of the source have been literally or evasively appropriated (substance denoting quantity; matter denoting qualitative format or style); and (3) when the work lacks sufficient or unequivocal citation so as to indicate or imply that the work was neither a copy nor an imitation. This definition comprises oral, written, and crafted pieces. In short, if one purports to present an original piece but copies ideas word for word or by paraphrase, those ideas should be duly noted. “ Lindey, Alexander. Plagiarism and Originality, 1952.

“San Diego State University is a publicly assisted institution legislatively empowered to certify competence and accomplishment in general and discrete categories of knowledge. The president and faculty of this university are therefore obligated not only to society at large but to the citizenry of the State of California to guarantee honest and substantive knowledge in those to whom they assign grades and whom they recommend for degrees. Wittingly or willfully to ignore or to allow students’ ascription of others’ work to themselves is to condone dishonesty, to deny the purpose of formal education, and to fail the public trust. The objective of university endeavor is to advance humanity by increasing and refining knowledge and is, therefore, ill served by students who indulge in plagiarism. Accordingly, one who is suspected or accused of disregarding, concealing, aiding, or committing plagiarism must, because of the gravity of the offense, be assured of thorough, impartial, and conclusive investigation of any accusation. Likewise, one must be liable to an appropriate penalty, even severance from the university and in some cases revocation of an advanced degree, should the demonstrated plagiarism clearly call into question one’s general competence or accomplishments.” (p.432 of SDSU Graduate Bulletin).

16.4.3 UNAUTHORIZED COLLABORATION POLICY

“Unauthorized collaboration occurs when a student work with others on assignments, examinations, or projects that will be submitted for a grade without specific permission from the instructor. This applies to in-class or take-home tests, papers, labs, or homework assignments. Students are not allowed to collaborate with others without faculty authorization. It is important to ask your professor questions if you are unclear as to whether collaboration is allowed or not. Check the syllabus or ask for instructions if you wish to work with someone. Even in group projects, the professor may require individual work. It is important to remember that each class is different, as the amount of collaboration allowed is dependent upon the professor. In general, work to be submitted for a grade should be entirely the students’ own unless cited or instructed otherwise.”

“Unauthorized collaboration is a violation of Academic Integrity because it allows the student to receive a higher and unfair advantage in completing the course work compared to others who were working individually. Whether it is sharing answers or where you got your answers, having help when it is not allowed is an unfair advantage.”

(Content quoted above was downloaded from Rutgers University)
17.0 LIST OF SUPPORTING DOCUMENTS AND DOCUMENT LOCATION

17.1 LIST OF SUPPORTING DOCUMENTS FOUND/SHARED ON GOOGLE DRIVE OR CANVAS

- Academic Program Tracking (APT) document (shared individually with each student)
- Calendar of Important Activities (Google sheet shared via SDSU Google accounts)
- KASA-CAA and CCC standards

17.2 LIST OF SUPPORTING DOCUMENTS FOUND ON THE LMS (CANVAS)

(Course) SDSU/UCSD Joint Audiology Resources

- AUD-Forms (e.g., AUD-2, AUD-3, AUD-4, AUD-5)
- GA link for submitting Activity report (non-clinic assignment)
- Financial Aid
  - Doctoral Project Enrollment Form
  - Instructions for completing Doctoral Project Enrollment Form
- Doctoral Project Listing and Resources
  - Approved summaries and committees of current students
  - Archived summaries and committees of graduated students
  - Mentorship Agreement Form
  - IRB Information
  - Scientific writing resources
- Student tracking and evaluation (including CFCC and CAA curriculum maps)
- Clinical Education and sequence
- UCSD AuD Program Resources
  - Contacts
  - UCSD Handbook from Office of Graduate Student Affairs
  - Cool audiology webpages
- Licensure and ASHA certification links and information
- Evidence maps links (clinical content and research)
- Scholarship information
- Student Services
- Health and Wellness information
(Course) Audiology Clinic Resources LMS Site (Currently Blackboard; will be transferred to Canvas)

- SDSU Clinic Handbook
- Report Writing and Sample Reports
- SDSU Clinic Forms and Documents
- Lion’s Club and Dept of Vocational Rehab procedures and documents
- WRS lists and critical difference values
- Outcomes Measures

18.0 OTHER CONTACTS AND RESOURCES

18.1 STUDENT SUCCESS SERVICES AT SDSU (FORMALLY STUDENT DISABILITY SRVS)

Calpulli Center, Room 3101
Telephone: 619-594-6473
TDD: 619-594-2929
http://www.sa.sdsu.edu/sds

18.2 OFFICE FOR STUDENTS WITH DISABILITIES (OSD) AT UCSD

202 University Center
(858) 534-4382 (Voice/TDD)
https://disabilities.ucsd.edu/

18.3 STUDENT RIGHTS AND RESPONSIBILITIES

SDSU Student Rights and Responsibilities:
http://go.sdsu.edu/student_affairs/srr/Default.aspx

UCSD Academic Integrity:
http://www.ucsd.edu/current-students/academics/academic-integrity/index.html

18.4 STUDENT COMPLAINT PROCEDURES

SDSU student complaint procedures
UCSD student complaint procedures
### 18.5 LICENSURE BOARD: CALIFORNIA SPEECH-LANGUAGE PATHOLOGY, AUDDIOLOGY, HEARING AID DISPENSING

[http://www.speechandhearing.ca.gov/applicants/audiology.shtml](http://www.speechandhearing.ca.gov/applicants/audiology.shtml)

### 18.6 AMERICAN SPEECH, LANGUAGE AND HEARING ASSOCIATION (ASHA)

Information about advocacy, requirements for certification and many other useful professional resources

[https://www.asha.org/](https://www.asha.org/)

### 18.7 AMERICAN ACADEMY OF AuDDIOLOGY

[Home page](#)

### 18.8 ACADEMY OF DOCTORS OF AuDDIOLOGY

[Home page](#)  
[Student Membership](#)

### 18.9 CALIFORNIA ACADEMY OF AuDDIOLOGY

[Home page](#)

### 19.0 AMERICAN ACADEMY OF AUDDIOLOGY (AAA) CODE OF ETHICS

Students are responsible for reading and complying with the AAA Code of Ethics.


*Revised October 2016*

Preamble

The Code of Ethics of the American Academy of Audiology specifies professional standards that allow for the proper discharge of audiologists' responsibilities to those served, and that protect the integrity of the profession. The Code of Ethics consists of two parts. The first part, the Statement of Principles and Rules, presents precepts that members (all categories of members, including Student Members) of the Academy agree to uphold. The second part, the Procedures, provides the process that enables enforcement of the Principles and Rules.

**PART I. STATEMENT OF PRINCIPLES AND RULES**

**PRINCIPLE 1:**

Members shall provide professional services and conduct research with honesty and compassion, and shall respect the dignity, worth, and rights of those served.

- **Rule 1a:** Individuals shall not limit the delivery of professional services on any basis that is unjustifiable or irrelevant to the need for the potential benefit from such services.
• **Rule 1b:** Individuals shall not provide services except in a professional relationship, and shall not discriminate in the provision of services to individuals on the basis of sex, race, religion, national origin, sexual orientation, or general health.

**PRINCIPLE 2:**

Members shall maintain the highest standards of professional competence in rendering services.

- **Rule 2a:** Members shall provide only those professional services for which they are qualified by education and experience.
- **Rule 2b:** Individuals shall use available resources, including referrals to other specialists, and shall not give or accept benefits or items of value for receiving or making referrals.
- **Rule 2c:** Individuals shall exercise all reasonable precautions to avoid injury to persons in the delivery of professional services or execution of research.
- **Rule 2d:** Individuals shall provide appropriate supervision and assume full responsibility for services delegated to supportive personnel. Individuals shall not delegate any service requiring professional competence to unqualified persons.
- **Rule 2e:** Individuals shall not knowingly permit personnel under their direct or indirect supervision to engage in any practice that is not in compliance with the Code of Ethics.
- **Rule 2f:** Individuals shall maintain professional competence, including participation in continuing education.

**PRINCIPLE 3:**

Members shall maintain the confidentiality of the information and records of those receiving services or involved in research.

- **Rule 3a:** Individuals shall not reveal to unauthorized persons any professional or personal information obtained from the person served professionally, unless required by law.

**PRINCIPLE 4:**

Members shall provide only services and products that are in the best interest of those served.

- **Rule 4a:** Individuals shall not exploit persons in the delivery of professional services.
- **Rule 4b:** Individuals shall not charge for services not rendered.
- **Rule 4c:** Individuals shall not participate in activities that constitute a conflict of professional interest.
- **Rule 4d:** Individuals using investigational procedures with human participants or prospectively collecting research data from human participants shall obtain full informed consent from the participants or legal representatives. Members conducting research with human participants or animals shall follow accepted standards, such as those promulgated in the current Responsible Conduct of Research by the U.S. Office of Research Integrity.

**PRINCIPLE 5:**

Members shall provide accurate information about the nature and management of communicative disorders and about the services and products offered.
• **Rule 5a:** Individuals shall provide persons served with the information a reasonable person would want to know about the nature and possible effects of services rendered or products provided or research being conducted.

• **Rule 5b:** Individuals may make a statement of prognosis, but shall not guarantee results, mislead, or misinform persons served or studied.

• **Rule 5c:** Individuals shall conduct and report product-related research only according to accepted standards of research practice.

• **Rule 5d:** Individuals shall not carry out teaching or research activities in a manner that constitutes an invasion of privacy or that fails to inform persons fully about the nature and possible effects of these activities, affording all persons informed free choice of participation.

• **Rule 5e:** Individuals shall maintain accurate documentation of services rendered according to accepted medical, legal, and professional standards and requirements.

**PRINCIPLE 6:**

Members shall comply with the ethical standards of the Academy with regard to public statements or publication.

• **Rule 6a:** Individuals shall not misrepresent their educational degrees, training, credentials, or competence. Only degrees earned from regionally accredited institutions in which training was obtained in audiology, or a directly related discipline, may be used in public statements concerning professional services.

• **Rule 6b:** Individuals’ public statements about professional services, products, or research results shall not contain representations or claims that are false, misleading, or deceptive.

**PRINCIPLE 7:**

Members shall honor their responsibilities to the public and to professional colleagues.

• **Rule 7a:** Individuals shall not use professional or commercial affiliations in any way that would limit services to or mislead patients or colleagues.

• **Rule 7b:** Individuals shall inform colleagues and the public in an objective manner consistent with professional standards about products and services they have developed or research they have conducted.

**PRINCIPLE 8:**

Members shall uphold the dignity of the profession and freely accept the Academy’s self-imposed standards.

• **Rule 8a:** Individuals shall not violate these Principles and Rules nor attempt to circumvent them.

• **Rule 8b:** Individuals shall not engage in dishonesty or illegal conduct that adversely reflects on the profession.

• **Rule 8c:** Individuals shall inform the Ethical Practices Committee when there are reasons to believe that a member of the Academy may have been in noncompliance with the Code of Ethics.

• **Rule 8d:** Individuals shall fully cooperate with reviews being conducted by the Ethical Practices Committee in any matter related to the Code of Ethics.
PART II. PROCEDURES FOR THE MANAGEMENT OF ALLEGED NONCOMPLIANCE

INTRODUCTION

Members of the American Academy of Audiology are obligated to uphold the Code of Ethics of the Academy in their personal conduct and in the performance of their professional duties. To this end it is the responsibility of each Academy member to inform the Ethical Practices Committee of possible noncompliance with the Ethics Code. The processing of alleged noncompliance with the Code of Ethics will follow the procedures specified below in an expeditious manner to ensure that behaviors of noncompliant ethical conduct by members of the Academy are halted in the shortest time possible.

PROCEDURES

1. Suspected noncompliance with the Code of Ethics shall be reported in letter format, giving documentation sufficient to support the alleged noncompliance. Letters must be addressed to:

   Chair, Ethical Practices Committee  
c/o Executive Director  
American Academy of Audiology  
11480 Commerce Park Dr., Suite 220  
Reston, VA 20191

2. Following receipt of a report of suspected noncompliance, at the discretion of the Chair, the Ethical Practices Committee will request a signed Waiver of Confidentiality from the complainant indicating that the complainant will allow the Ethical Practices Committee to disclose his/her name and complaint details, should this become necessary during investigation of the allegation.

   a. The Ethical Practices Committee may, under special circumstances, act in the absence of a signed Waiver of Confidentiality. For example, in cases where the Ethical Practices Committee has received information from a state licensure board of a member having his or her license suspended or revoked, then the Ethical Practices Committee will proceed without a complainant.

   b. The Chair may communicate with other individuals, agencies, and/or programs for additional information as may be required for review at any time during the deliberation.

3. The Ethical Practices Committee will convene to review the merit of the alleged noncompliance as it relates to the Code of Ethics

   a. The Ethical Practices Committee shall meet to discuss the case, either in person, by electronic means, or by teleconference. The meeting will occur within 60 days of receipt of the Waiver of Confidentiality, or of notification by the complainant of refusal to sign the waiver. In cases where another form of notification brings the complaint to the attention of the Ethical Practices Committee, the Committee will convene within 60 days of notification.

   b. If the alleged noncompliance has a high probability of being legally actionable, the case may be referred to the appropriate agency. The Ethical Practices Committee may postpone member notification and further deliberation until the legal process has been completed.
4. If there is sufficient evidence that indicates noncompliance with the Code of Ethics has occurred, upon majority vote, the member will be forwarded a Notification of Potential Ethics Concern. 
   a. The circumstances of the alleged noncompliance will be described.
   b. The member will be informed of the specific Code of Ethics principle(s) and/or rule(s) that may conflict with member behavior.
   c. Supporting Academy documents that may serve to further educate the member about the ethical implications will be included, as appropriate.
   d. The member will be asked to respond fully to the allegation and submit all supporting evidence within 30 calendar days.

5. The Ethical Practices Committee will meet either in person or by teleconference:
   a. within 60 calendar days of receiving a response from the member to the Notification of Potential Ethics Concern to review the response and all information pertaining to the alleged noncompliance, or
   b. within sixty (60) calendar days of notification to member if no response is received from the member to review the information received from the complainant.

6. If the Ethical Practices Committee determines that the evidence supports the allegation of noncompliance, the member will be provided written notice containing the following information:
   a. The right to a hearing in person or by teleconference before the Ethical Practices Committee;
   b. The date, time, and place of the hearing;
   c. The ethical noncompliance being charged and the potential sanction
   d. The right to present a defense to the charges.
      At this time the member should provide any additional relevant information. As this is the final opportunity for a member to provide new information, the member should carefully prepare all documentation.

7. Potential Rulings.
   a. When the Ethical Practices Committee determines there is insufficient evidence of ethical noncompliance, the parties to the complaint will be notified that the case will be closed.
   b. If the evidence supports the allegation of Code noncompliance, the Code(s)/Rule(s) will be cited and the sanction(s) will be specified.

8. The Committee shall sanction members based on the severity of the noncompliance and history of prior ethical noncompliance. A simple majority of voting members is required to institute a sanction unless otherwise noted. Sanctions may include one or more of the following:
   a. Educative Letter. This sanction alone is appropriate when:
      1. The ethics noncompliance appears to have been inadvertent.
      2. The member's response to Notification of Potential Ethics Concern indicates a new awareness of the problem and the member resolves to refrain from future ethical noncompliance.
   b. Cease and Desist Order. The member signs a consent agreement to immediately halt the practice(s) that were found to be in noncompliance with the Code of Ethics.
   c. Reprimand. The member will be formally reprimanded for the noncompliance with the Code of Ethics.
   d. Mandatory continuing education.
1. The EPC will determine the type of education needed to reduce chances of recurrence of noncompliance.

2. The member will be responsible for submitting documentation of continuing education within the period of time designated by the Ethical Practices Committee.

3. All costs associated with compliance will be borne by the member.

e. Probation of Suspension. The member signs a consent agreement in acknowledgement of the Ethical Practices Committee decision and is allowed to retain membership benefits during a defined probationary period.
   1. The duration of probation and the terms for avoiding suspension will be determined by the Ethical Practices Committee.
   2. Failure of the member to meet the terms for probation will result in the suspension of membership.

f. Suspension of Membership.
   1. The duration of suspension will be determined by the Ethical Practices Committee.
   2. The member may not receive membership benefits during the period of suspension.
   3. Members suspended are not entitled to a refund of dues or fees.

g. Revocation of Membership. Revocation of membership is considered the maximum consequence for noncompliance with the Code of Ethics.
   1. Revocation requires a two-thirds majority of the voting members of the EPC.
   2. Individuals whose memberships are revoked are not entitled to a refund of dues or fees.
   3. One year following the date of membership revocation the individual may reapply for, but is not guaranteed, membership through normal channels, and must meet the membership qualifications in effect at the time of reapplication.

9. The member may appeal the Final Finding and Decision of the Ethical Practices Committee to the Academy Board of Directors. The route of Appeal is by letter format through the Ethical Practices Committee to the Board of Directors of the Academy. Requests for Appeal must:
   a. be received by the Chair of the Ethical Practices Committee within 30 days of the Ethical Practices Committee's notification of the Final Finding and Decision,
   b. state the basis for the appeal and the reason(s) that the Final Finding and Decision of the Ethical Practices Committee should be changed,
   c. not offer new documentation.

   The EPC chair will communicate with the Executive Director of the Academy to schedule the appeal at the earliest feasible Board of Director's meeting.

   The Board of Directors will review the documents and written summaries, and deliberate the case.

   The decision of the Board of Directors regarding the member's appeal shall be final.

10. In order to educate the membership, upon majority vote of the Ethical Practices Committee, the circumstances and nature of cases shall be presented in Audiology Today and in the Professional Resource area of the Academy website. The member's identity will not be made public.
11. No Ethical Practices Committee member shall give access to records, act or speak independently, or on behalf of the Ethical Practices Committee, without the expressed permission of the members then active. No member may impose the sanction of the Ethical Practices Committee, or interpret the findings of the EPC in any manner that may place members of the Ethical Practices Committee or Board of Directors, collectively or singly, at financial, professional, or personal risk.

12. The Ethical Practices Committee Chair and Staff Liaison shall maintain electronic records that shall form the basis for future findings of the Committee.

CONFIDENTIALITY AND RECORDS
Confidentiality shall be maintained in all Ethical Practices Committee discussion, correspondence, communication, deliberation, and records pertaining to members reviewed by the Ethical Practices Committee.

1. Complaints and suspected noncompliance with the Code of Ethics are assigned a case number.

2. Identity of members involved in complaints and suspected noncompliance cases and access to EPC files is restricted to the following:
   a. EPC members
   b. Executive Director
   c. Agent/s of the Executive Director
   d. Other/s, following majority vote of EPC

3. Original records shall be maintained at the Central Records Repository at the Academy office in a locked cabinet.
   a. One copy will be sent to the Ethical Practices Committee Chair or member designated by the Chair.
   b. Copies will be sent to members.

4. Communications shall be sent to the members involved in complaints by the Academy office via certified or registered mail, after review by Legal Counsel, as needed.

5. When a case is closed:
   a. The Chair will forward all documentation to the Staff Liaison to be maintained at the Academy Central Records Repository.
   b. Members shall destroy all material pertaining to the case.

6. Complete records generally shall be maintained at the Academy Central Records repository for a period of five years.
   a. Records will be destroyed five years after a member receives a sanction less than suspension, or five years after the end of a suspension, or after membership is reinstated.

   Records of membership revocations for persons who have not returned to membership status will be maintained indefinitely.
20.0 ASHA CODE OF ETHICS

http://www.asha.org/policy/ET2016-00342/

Effective March 1, 2016

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PREAMBLE

The American Speech-Language-Hearing Association (ASHA; hereafter, also known as "The Association") has been committed to a framework of common principles and standards of practice since ASHA's inception in 1925. This commitment was formalized in 1952 as the Association's first Code of Ethics. This Code has been modified and adapted as society and the professions have changed. The Code of Ethics reflects what we value as professionals and establishes expectations for our scientific and clinical practice based on principles of duty, accountability, fairness, and responsibility. The ASHA Code of Ethics is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions.

The ASHA Code of Ethics is a framework and focused guide for professionals in support of day-to-day decision making related to professional conduct. The Code is partly obligatory and disciplinary and partly aspirational and descriptive in that it defines the professional's role. The Code educates professionals in the discipline, as well as students, other professionals, and the public, regarding ethical principles and standards that direct professional conduct.

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose and is applicable to the following individuals:

- a member of the American Speech-Language-Hearing Association holding the Certificate of Clinical Competence (CCC)
- a member of the Association not holding the Certificate of Clinical Competence (CCC)
- a nonmember of the Association holding the Certificate of Clinical Competence (CCC)
- an applicant for certification, or for membership and certification

By holding ASHA certification or membership, or through application for such, all individuals are automatically subject to the jurisdiction of the Board of Ethics for ethics complaint adjudication. Individuals who provide clinical services and who also desire membership in the Association must hold the CCC.
The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas: (I) responsibility to persons served professionally and to research participants, both human and animal; (II) responsibility for one's professional competence; (III) responsibility to the public; and (IV) responsibility for professional relationships. Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional activity. Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct. The Code is designed to provide guidance to members, applicants, and certified individuals as they make professional decisions. Because the Code is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow the written provisions and to uphold the spirit and purpose of the Code. Adherence to the Code of Ethics and its enforcement results in respect for the professions and positive outcomes for individuals who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

**TERMINOLOGY**

**ASHA Standards and Ethics**

The mailing address for self-reporting in writing is American Speech-Language-Hearing Association, Standards and Ethics, 2200 Research Blvd., #313, Rockville, MD 20850.

**advertising**

Any form of communication with the public about services, therapies, products, or publications.

**conflict of interest**

An opposition between the private interests and the official or professional responsibilities of a person in a position of trust, power, and/or authority.

**crime**

Any felony; or any misdemeanor involving dishonesty, physical harm to the person or property of another, or a threat of physical harm to the person or property of another. For more details, see the "Disclosure Information" section of applications for ASHA certification found on [www.asha.org/certification/AudCertification/](http://www.asha.org/certification/AudCertification/) and [www.asha.org/certification/SLPCertification/](http://www.asha.org/certification/SLPCertification/).

**diminished decision-making ability**

Any condition that renders a person unable to form the specific intent necessary to determine a reasonable course of action.

**fraud**

Any act, expression, omission, or concealment—the intent of which is either actual or constructive—calculated to deceive others to their disadvantage.

**impaired practitioner**

An individual whose professional practice is adversely affected by addiction, substance abuse, or health-related and/or mental health–related conditions.
individuals

Members and/or certificate holders, including applicants for certification.

informed consent

May be verbal, unless written consent is required; constitutes consent by persons served, research participants engaged, or parents and/or guardians of persons served to a proposed course of action after the communication of adequate information regarding expected outcomes and potential risks.

jurisdiction

The "personal jurisdiction" and authority of the ASHA Board of Ethics over an individual holding ASHA certification and/or membership, regardless of the individual's geographic location.

know, known, or knowingly

Having or reflecting knowledge.

may vs. shall

MAY denotes an allowance for discretion; SHALL denotes no discretion.

misrepresentation

Any statement by words or other conduct that, under the circumstances, amounts to an assertion that is false or erroneous (i.e., not in accordance with the facts); any statement made with conscious ignorance or a reckless disregard for the truth.

negligence

Breaching of a duty owed to another, which occurs because of a failure to conform to a requirement, and this failure has caused harm to another individual, which led to damages to this person(s); failure to exercise the care toward others that a reasonable or prudent person would take in the circumstances, or taking actions that such a reasonable person would not.

nolo contendere

No contest.

plagiarism

False representation of another person's idea, research, presentation, result, or product as one's own through irresponsible citation, attribution, or paraphrasing; ethical misconduct does not include honest error or differences of opinion.

publicly sanctioned

A formal disciplinary action of public record, excluding actions due to insufficient continuing education, checks returned for insufficient funds, or late payment of fees not resulting in unlicensed practice.

reasonable or reasonably
Supported or justified by fact or circumstance and being in accordance with reason, fairness, duty, or prudence.

self-report

A professional obligation of self-disclosure that requires (a) notifying ASHA Standards and Ethics and (b) mailing a hard copy of a certified document to ASHA Standards and Ethics (see term above). All self-reports are subject to a separate ASHA Certification review process, which, depending on the seriousness of the self-reported information, takes additional processing time.

shall vs. may

SHALL denotes no discretion; MAY denotes an allowance for discretion.

support personnel

Those providing support to audiologists, speech-language pathologists, or speech, language, and hearing scientists (e.g., technician, paraprofessional, aide, or assistant in audiology, speech-language pathology, or communication sciences and disorders). For more information, read the Issues in Ethics Statements on Audiology Assistants and/or Speech-Language Pathology Assistants.

telepractice, teletherapy

Application of telecommunications technology to the delivery of audiology and speech-language pathology professional services at a distance by linking clinician to client/patient or clinician to clinician for assessment, intervention, and/or consultation. The quality of the service should be equivalent to in-person service. For more information, see the telepractice section on the ASHA Practice Portal.

written

Encompasses both electronic and hard-copy writings or communications.

PRINCIPLE OF ETHICS I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

RULES OF ETHICS

A. Individuals shall provide all clinical services and scientific activities competently.

B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.

C. Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.
D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.

E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.

F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.

G. Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.

H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.

I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.

J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.

K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.

L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.

M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.

N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence, but may provide services via telepractice consistent with professional standards and state and federal regulations.

O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
P. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.

Q. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.

R. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.

T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

**PRINCIPLE OF ETHICS II**

Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

**RULES OF ETHICS**

A. Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.

B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.

C. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.

D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.

E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.

F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.

G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.
H. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

PRINCIPLE OF ETHICS III

Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.

RULES OF ETHICS

A. Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.

B. Individuals shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.

C. Individuals shall not misrepresent research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.

D. Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.

E. Individuals' statements to the public shall provide accurate and complete information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.

F. Individuals' statements to the public shall adhere to prevailing professional norms and shall not contain misrepresentations when advertising, announcing, and promoting their professional services and products and when reporting research results.

G. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

PRINCIPLE OF ETHICS IV

Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions’ self-imposed standards.

RULES OF ETHICS

A. Individuals shall work collaboratively, when appropriate, with members of one’s own profession and/or members of other professions to deliver the highest quality of care.

B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.
C. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.

D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.

E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.

F. Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.

G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.

H. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.

I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.

J. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.

K. Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.

L. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.

M. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.

N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.

O. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.

P. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.

Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.

S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.

T. Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.

APPENDIX A. ELIGIBILITY REQUIREMENTS AND ESSENTIAL FUNCTIONS & SKILLS

SDSU/UCSD Joint Doctoral Program in Audiology (AuD)

Professional practice in audiology requires mastery of a coherent body of knowledge and skills. In order to render a wide spectrum of patient care in a variety of clinical situations, individuals must have skills and attributes in five areas detailed below: Intellectual, communication, motor, sensory-observational, and behavioral-attitudinal. These skills enable a student to meet graduate and professional requirements required for state licensure and national certification. Many of these skills may be learned during the course of graduate study. The bold/starred items (*), however, are inherent skills that should be present when a student begins the program. These skills and attributes are necessary throughout the entire program.

If a student cannot demonstrate and maintain the skills and attributes outlined in this document, it is the responsibility of the student to request reasonable accommodation(s) through appropriate offices at SDSU and UCSD. The two campuses and their constituent programs are committed to reasonable accommodations for disabilities; however, it is the responsibility of the student to initiate the request.

Reasonable accommodation refers to ways in which the University can assist students with disabilities to accomplish these tasks (for example, providing extra time to complete an examination or enhancing the sound system in a classroom). Reasonable accommodation does not mean that students with disabilities will be exempt from completing certain tasks; it does mean that the program will work with students with disabilities to determine whether there are ways in which the students can be assisted toward successful completion of the tasks.

Although students with a disability and/or students who may require support for prerequisite skills (starred items) are not required to disclose the specifics of their disabilities or reason(s) for accommodations, they must indicate that they can complete these tasks, with or without reasonable accommodation prior to the start of classes. Students who cannot complete or meet these capacities and skills, even with accommodation, may find their clinical placements impacted. Determination of whether Essential Functions have been met will be made by clinical and academic faculty, and evaluated on an ongoing basis. Failure to meet and maintain the Essential Functions may impact clinical placements and progress in the program. Students who have questions about this document or who would like to discuss potential accommodations/program modifications should contact their assigned advisor or an AuD Program Co-director at the appropriate institution(s) (Mackersie SDSU, Zettner UCSD).

Intellectual-Cognitive Skills and Attributes

A student must possess adequate intellectual and cognitive skills to:

1. *Comprehend, retain, integrate, synthesize, infer, evaluate, and apply written and verbal information sufficient to meet curricular and clinical demands.
2. Self-evaluate, identify, and communicate limits of one’s own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
3. Utilize detailed written and verbal instruction in order to make unique and independent decisions.
4. Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
5. Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic planning and implementation.

Communication

A student must possess adequate communication skills to:

1. *Speak (or use an alternative expressive modality), read, and write in English at a proficiency level that is sufficient to meet curricular and clinical demands.
2. **Modify communication style to meet the communication needs of clients, caregivers, and other persons served.**
3. Perceive and demonstrate appropriate non-verbal communication for culture and context.
4. Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and groups within the community and profession.
5. Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
6. Convey information accurately with relevance and cultural sensitivity.

Students must be able to communicate effectively with patients, their families, and with other members of the health care team. This must include spoken communication and non-verbal communication such as interpretation of facial expressions, affect, and body language. Mastery of both written and spoken English is required, although reasonable accommodations for students with hearing problems vision problems are available. Use of a trained intermediary or other communication aide may be appropriate if this intermediary functions only as an information conduit and does not serve integrative or interpretive functions.

**Motor Skills and Stamina**

A student must possess adequate motor skills to:

1. **Sustain necessary physical activity level in required classroom and clinical activities.**
2. **Continuously sit or stand for several hours.**
3. **Respond quickly to provide a safe environment for patients in emergency situations, including fire, choking, etc.**
4. **Access transportation to clinical and academic placements.**
5. **Participate in classroom and clinical activities for the defined workday.**
6. Efficiently manipulate testing & treatment environment, materials, and equipment without violation of testing protocol and with best therapeutic practice.
7. Manipulate patient-utilized equipment (e.g. durable medical equipment to include hearing aids, manual wheelchairs, AAC devices etc.) in a safe manner.
8. Access technology for clinical management (i.e. billing, charting, computers & interfaces, etc.).

**Sensory-Observational Skills and Attributes**

A student must possess adequate sensory skills, aided or unaided, of vision, hearing, tactile to:

1. **Possess sufficient visual perception to safely place clinically-related objects (e.g. earmold, otoblock, vestibular caloric assembly, probe microphone tube) in the ears of patients.**
2. **Discriminate (auditory) verbal responses to accurately score patient test data.**
3. Learn to identify anatomic structures and to complete an accurate visual examination of various anatomic structures (e.g., ear, skull, limbs etc.).
4. Discriminate (visually) text, numbers, tables, and graphs associated with diagnostic instruments, clinical tests, and classroom activities.
5. Identify the need for alternative modalities of communication for patients and families.
6. Recognize when a patient’s family does or does not understand the service provider’s written and or verbal communications.
7. Allow for processing of written materials, projected video segments, laboratory demonstrations, and demonstrations during clinical training.
Students must possess sufficient visual, auditory, tactile and motor abilities to allow him/her (1) to gather data from written reference material, from oral presentations, (2) to observe demonstrations and experiments, (3) to study various types of illustrations, (4) to observe a patient and his/her environment, (5) to perform a basic examination of a patient, (6) to place objects in/on the patient’s body as needed for assessment and treatment. Use of a trained intermediary or other communications aide may be appropriate if this intermediary functions only as an information conduit and does not serve integrative or interpretive functions.

**Behavioral, Attitudinal, Social Skills and Attributes**

Because the profession of audiology is governed by ethical principles and by state and federal laws, students must have the capacity to learn and understand these values and law, and to perform within their guidelines.

A student must possess adequate behavioral and social attributes to:

1. *Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.*
2. *Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.*
3. *Conduct oneself in an ethical and legal manner, upholding professional Codes of Ethics, federal privacy policies, and university/program policies.*
4. *Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.*
5. Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
6. Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
7. Manage the use of time effectively to complete professional, technical, and academic tasks within realistic time constraints.
8. Dress appropriately and professionally.

ALL STUDENTS MUST REVIEW THE POLICY, SIGN THE STATEMENT BELOW AND RETURN TO THE GRADUATE ADVISOR BY JUNE 1 OF THE YEAR THE ADMISSIONS OFFER IS MADE.

I certify that I have read and understood the attached Essential Functions policy and I believe to the best of my knowledge that I will be able to meet each of these standards

- without accommodations.
- with reasonable accommodation for a disability.

_________________________________________________                _______________
Printed name                 Signature                 Date
GENERIC ABILITIES

APPENDIX B. GENERIC ABILITIES

Generic abilities are attributes, characteristics, or behaviors that are not explicitly part of the profession’s core of knowledge and technical skills but are, nevertheless, required for success in the profession. Ten generic abilities were identified through a study conducted at UW-Madison in 1991-92. The ten abilities and definitions developed are:

<table>
<thead>
<tr>
<th>GENERIC ABILITY</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Commitment to Learning</td>
<td>The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.</td>
</tr>
<tr>
<td>2. Interpersonal Skills</td>
<td>The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.</td>
</tr>
<tr>
<td>3. Communication Skills</td>
<td>The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.</td>
</tr>
<tr>
<td>4. Effective Use of Time and Resources</td>
<td>The ability to obtain the maximum benefit from a minimum investment of time and resources.</td>
</tr>
<tr>
<td>5. Use of Constructive Feedback</td>
<td>The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.</td>
</tr>
<tr>
<td>6. Problem-Solving</td>
<td>The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</td>
</tr>
<tr>
<td>7. Professionalism</td>
<td>The ability to exhibit appropriate professional conduct and to represent the profession effectively.</td>
</tr>
<tr>
<td>8. Responsibility</td>
<td>The ability to fulfill commitments and to be accountable for actions and outcomes.</td>
</tr>
<tr>
<td>9. Critical Thinking</td>
<td>The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.</td>
</tr>
<tr>
<td>10. Stress Management</td>
<td>The ability to identify sources of stress and to develop effective coping behaviors.</td>
</tr>
</tbody>
</table>
Adapted from: http://ortho.wisc.edu/portals/0/downloads/dpt_academic_curra_ga.pdf

**B.0 PREREQUISITE FUNCTIONS AND SKILLS**

The items in this section are prerequisite inherent functions and skills that should be present when a student begins the program, either with or without reasonable accommodation (*). Please refer to the following related documents:

(a) Student Accommodation Policy
(b) Essential Functions and Skill Document

The category of generic abilities is in parentheses for each of the prerequisite functions/skills listed below.

**Level 1**

- *Displays mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.*¹ (Generic ability: Interpersonal skills)

- *Recognizes and shows respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds. Respects cultural and personal differences of others; is non-judgmental about patients’ lifestyles.*¹ (Generic ability: Interpersonal skills)

- *Conducts oneself in an ethical and legal manner, upholding professional Codes of Ethics, federal privacy policies, and university/program policies.*¹ (Generic ability: Professionalism)

- *Speaks (or use an alternative expressive modality), reads, and writes in English at a proficiency level that is sufficient to meet curricular and clinical demands.*¹ (Generic ability: Communication Skills)

- *Modifies communication style (verbal and written to meet the communication needs of different audiences (e.g. clients, caregivers, and other persons served)¹. (Generic ability: Communication skills)

- *Maintains general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.*¹ (Generic ability: Responsibility)

**Source**


**B.1. COMMITMENT TO LEARNING**

**BEHAVIORAL CRITERIA**

**Level 1**

- Identifies problems
- Formulates appropriate questions
- Identifies and locates appropriate resources
- Demonstrates a positive attitude (motivation) toward learning
- Offers own thoughts and ideas
- Identifies need for further information
Level 2 (builds on preceding level)

- Prioritizes information needs
- Analyzes and subdivides large questions into components
- Seeks out professional literature
- Sets personal and professional goals
- Identifies own learning needs based on previous experiences
- Plans and presents an in-service, or research or case studies
- Welcomes and/or seeks new learning opportunities

Level 3 (builds on preceding levels)

- Applies new information and re-evaluates performance
- Accepts that there may be more than one answer to a problem
- Recognizes the need to and is able to verify solutions to problems
- Reads articles critically and understands limits of application to professional practice
- Researches and studies areas where knowledge base is lacking

Level 4 (builds on preceding levels)

- Questions conventional wisdom
- Formulates and re-evaluates position based on available evidence
- Demonstrates confidence in sharing new knowledge with all staff levels
- Modifies programs and treatments based on newly-learned skills and considerations
- Consults with other allied health professionals and physical therapists for treatment ideas
- Acts as mentor in area of specialty for other staff

B.2. INTERPERSONAL SKILLS

Behavioral Criteria

Note: *Entry-level: expected upon entry into the program (See section “0” above)

Level 1

- "Displays mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.¹"
- "Recognizes and shows respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.¹ Respects cultural and personal differences of others; is non-judgmental about patients' lifestyles.
- Maintains professional demeanor in all clinical interactions
- Demonstrates interest in patients as individuals
- Communicates with others in a respectful, confident manner
- Respects personal space of patients and others
- Maintains confidentiality in all clinical interactions
- Demonstrates acceptance of limited knowledge and experience
Level 2 (builds on preceding level)

- Recognizes impact of non-verbal communication and modifies accordingly
- Assumes responsibility for own actions
- Motivates others to achieve
- Establishes trust
- Seeks to gain knowledge and input from others
- Respects role of support staff

Level 3 (builds on preceding levels)

- Listens to patient but reflects back to original concern
- Works effectively with challenging patients
- Responds effectively to unexpected experiences
- Talks about difficult issues with sensitivity and objectivity
- Delegates to others as needed
- Approaches others to discuss differences in opinion
- Accommodates differences in learning styles

Level 4 (builds on preceding levels)

- Recognizes role as a leader
- Builds partnerships with other professionals
- Establishes mentor relationships

B.3. COMMUNICATION SKILLS

Behavioral Criteria

Note: *Entry-level: expected upon entry into the program (See section “0” above)

Level 1

- *Speaks (or use an alternative expressive modality), reads, and writes in English at a proficiency level that is sufficient to meet curricular and clinical demands.¹
- *Modifies communication style (verbal and written to meet the communication needs of different audiences (e.g. clients, caregivers, and other persons served).¹

- Recognizes impact of non-verbal communication; maintains eye contact, listens actively
- Maintains eye contact

Level 2 (builds on preceding level)

- Utilizes non-verbal communication to augment verbal message
- Restates, reflects, and clarifies message
- Collects necessary information from the patient interview
- Communicates professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Conveys information accurately with relevance and cultural sensitivity.

Level 3 (builds on preceding level)

- Perceives and demonstrates appropriate non-verbal communication for culture and context.
● Communicates professionally and intelligibly with patients, colleagues, other healthcare professionals, and groups within the community and profession.
● Presents verbal or written message with logical organization and sequencing
● Maintains open and constructive communication
● Utilizes communication technology effectively

Level 4 (builds on preceding level)

● Demonstrates ability to write scientific research papers
● Fulfills role as patient advocate
● Communicates professional needs and concerns
● Mediates conflict

B.4. EFFECTIVE USE OF TIME AND RESOURCES

Behavioral Criteria

Level 1

● Focuses on tasks at hand without dwelling on past mistakes
● Recognizes own resource limitations
● Uses existing resources effectively
● Uses unscheduled time efficiently
● Manages the use of time effectively to complete professional, technical, and academic tasks within realistic time constraints.

Level 2 (builds on preceding level)

● Sets up own schedule
● Coordinates schedule with others
● Demonstrates flexibility
● Plans ahead

Level 3 (builds on preceding levels)

● Sets priorities and reorganizes as needed
● Considers patient’s goals in context of patient, clinic, and third party resources
● Has ability to say “No”
● Performs multiple tasks simultaneously and delegates when appropriate
● Uses scheduled time with each patient efficiently

Level 4 (builds on preceding levels)

● Uses limited resources creatively
● Manages meeting time effectively
● Takes initiative in covering for absent staff members
● Develops programs and works on projects while maintaining case loads
● Follows up on projects in timely manner
● Advances professional goals while maintaining expected workload
B.5. USE OF CONSTRUCTIVE FEEDBACK

Behavioral Criteria

Level 1
- Demonstrates active listening skills
- Actively seeks feedback and help
- Demonstrates a positive attitude toward feedback
- Accepts appropriate suggestions and constructive criticism and respond by modification of behaviors
- Critiques own performance
- Maintains two-way communication

Level 2 (builds on preceding level)
- Assesses own performance accurately
- Utilizes feedback when establishing pre-professional goals
- Provides constructive and timely feedback when establishing pre-professional goals
- Develops plan of action in response to feedback

Level 3 (builds on preceding levels)
- Seeks feedback from clients
- Modifies feedback given to clients according to their learning styles
- Reconciles differences with sensitivity
- Considers multiple approaches when responding to feedback

Level 4 (builds on preceding levels)
- Engages in non-judgmental, constructive problem-solving discussions
- Acts as conduit for feedback between multiple sources
- Utilizes feedback when establishing professional goals
- Utilizes self-assessment for professional growth

B.6. PROBLEM-SOLVING

Behavioral Criteria

Level 1
- Recognizes problems
- States problems clearly
- Describes known solutions to problem
- Identifies resource needed to develop solutions
- Begins to examine multiple solutions to problems

Level 2 (builds on preceding level)
- Prioritizes problems
- Identifies contributors to problem
- Considers consequences of possible solutions
- Consults with others to clarify problem

Level 3 (builds on preceding levels)
- Implements solutions
● Reassesses solutions
● Evaluates solutions
● Updates solutions to problems based on current research
● Accepts responsibility for implementing solutions

Level 4 (builds on preceding levels)

● Weighs advantages
● Participates in outcome studies
● Contributes to formal quality assessment in work environment
● Seeks solutions to community health-related problems

B.7. PROFESSIONALISM

Behavioral Criteria

Note: *Entry-level: expected upon entry into the program (See section “0” above)

Level 1

● *Conducts oneself in an ethical and legal manner, upholding professional Codes of Ethics, federal privacy policies, and university/program policies.*

● Abides by ASHA and AAA Codes of Ethics
● Demonstrates awareness of state licensure regulations
● Abides by facility policies and procedures
● Projects professional image
● Attends professional meetings
● Dresses appropriately and professionally.
● Demonstrates integrity, compassion, courage, and continuous regard for all

Level 2 (builds on preceding level)

● Identifies positive professional role models
● Discusses societal expectations of the profession
● Acts in the best interests of patients and their families; demonstrate moral commitment
● Involves other health care professionals in decision-making
● Seeks informed consent from patients

Level 3 (builds on preceding levels)

● Demonstrates accountability for professional decisions
● Treats patients within scope of expertise
● Discusses role of audiology in health care
● Keeps patient as priority

Level 4 (builds on preceding levels)

● Participates actively in professional organizations
● Attends workshops and participants in continuing professional development activities
● Actively promotes the profession
● Acts in leadership role when needed
● Supports research
B.8. RESPONSIBILITY

Behavioral Criteria

Note: *Entry-level: expected upon entry into the program (See section “0” above)*

**Level 1**

- *Maintains general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.*
  - Demonstrates dependability
  - Demonstrates punctuality
  - Follows through on commitments
  - Recognizes own limits

**Level 2** (builds on preceding level)

- Accepts responsibility for actions and outcomes
- Provides safe and secure environment for patients
- Offers and accepts help
- Completes projects without prompting

**Level 3** (builds on preceding levels)

- Directs patients to other health care professionals when needed
- Delegates as needed
- Encourages patient accountability

**Level 4** (builds on preceding levels)

- Orientes and instructs new employees/students
- Promotes clinical education
- Accepts role as team leader
- Facilitates responsibility for program development and modification

B.9. CRITICAL THINKING

Behavioral Criteria

**Level 1**

- Raises relevant questions
- Considers all available information
- States the results of scientific literature
- Recognizes “holes” in knowledge base
- Articulates ideas

**Level 2** (builds on preceding level)

- Feels challenged to examine ideas
- Understands scientific method
- Formulates new ideas
- Seeks alternative ideas
- Formulates alternative hypotheses
- Critiques hypotheses and ideas
Level 3 (builds on preceding levels)

- Exhibits openness to contradictory ideas
- Assesses issues raised by contradictory ideas
- Justifies solutions selected
- Determines effectiveness of applied solutions

Level 4 (builds on preceding levels)

- Distinguishes relevant from irrelevant patient data
- Identifies complex patterns of associations
- Demonstrates beginning intuitive thinking
- Distinguishes when to think intuitively vs. analytically
- Recognizes own biases and suspends judgmental thinking
- Challenges others to think critically

B.10. STRESS MANAGEMENT

Behavioral Criteria

Level 1

- Recognizes own stressors or problems
- Recognizes distress or problems in others
- Seeks assistance as needed
- Maintains professional demeanor in all situations

Level 2 (builds on preceding level)

- Maintains balance between professional and personal life
- Demonstrates effective affective responses in all situations
- Accepts constructive feedback
- Establishes outlets to cope with stressors
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).

Level 3 (builds on preceding levels)

- Prioritizes multiple commitments
- Responds calmly to urgent situations
- Tolerates inconsistencies in health-care environment

Level 4 (builds on preceding levels)

- Recognizes when problems are unsolvable
- Assists others in recognizing stressors
- Demonstrates preventative approach to stress management
- Establishes support network for self and clients
- Offers solutions to the reduction of stress within the work environment

Adapted from

APPENDIX C. SAMPLE FINANCIAL AID DOCTORAL PROGRAM ENROLLMENT QUESTIONNAIRE

Financial aid is through the SDSU Financial Aid Office for all 4 years of the program. If you have requested financial aid, you will be also required to fill out The Doctoral Program Enrollment Questionnaire from the SDSU Financial Aid Office. You do not have to complete the Verification of Enrollment for Joint Doctoral Program Students because you will always be enrolled in at least 5 units at SDSU. Below is some help on how to fill out the Doctoral Program Enrollment Questionnaire for 2020-2021 (Do not use this table—get actual Questionnaire from the Financial Aid Office). Note: The Sample shows the two sets of fees for each term. The top one is tuition; the bottom one is the special program fee (World Campus symposium). “Nonres” = additional non-resident $.

<table>
<thead>
<tr>
<th>YEAR 1 STUDENTS (incoming) SAMPLE</th>
</tr>
</thead>
</table>

Specify Your SDSU Doctoral Program: **Audiology (AuD)**

<table>
<thead>
<tr>
<th></th>
<th>Summer 2020</th>
<th>Expected Enrollment</th>
<th>Fall 2020</th>
<th>Expected Enrollment</th>
<th>Spring 2021</th>
<th>Expected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanders Units: NA</td>
<td></td>
<td>Fees: NA</td>
<td>SDSU Units: 16</td>
<td>Fees: $4577 + nonres?</td>
<td>SDSU Units: 19</td>
<td>Fees: $4577 + nonres?</td>
</tr>
<tr>
<td>Other Units: NA</td>
<td></td>
<td>Fees: NA</td>
<td>Other Units: 0</td>
<td>Fees: $4172</td>
<td>Other Units: 0</td>
<td>Fees: $4172</td>
</tr>
</tbody>
</table>

Are all of your enrollment fees paid by the SDSU Doctoral Program? **No**

If No, complete the following

<table>
<thead>
<tr>
<th></th>
<th>Summer 2020</th>
<th>Fee Payment Information</th>
<th>Fall 2020</th>
<th>Fee Payment Information</th>
<th>Summer 2021</th>
<th>Fee Payment Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees paid by you:</td>
<td>$ NA</td>
<td></td>
<td>Fees paid by you: $ All</td>
<td></td>
<td>Fees paid by you: $ All</td>
<td></td>
</tr>
<tr>
<td>Fees paid by Doctoral Program:</td>
<td>$ NA</td>
<td>Fees paid by Doctoral Program: $ None</td>
<td></td>
<td>Fees paid by Doctoral Program: $ None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees paid by other source:</td>
<td>$ NA</td>
<td>Fees paid by other source: $ None</td>
<td></td>
<td>Fees paid by other source: $ None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List below all projected financial assistance (List any known scholarships (e.g., DLE). **Do not report graduate assistantship**

<table>
<thead>
<tr>
<th>Financial Assistance (if applicable)</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person or Program Name</td>
<td>Fall 2020</td>
<td>Spring 2021</td>
</tr>
</tbody>
</table>
**YEAR 2 STUDENT - SAMPLE**

Note: You will only be taking 6 units at SDSU, but you will be enrolled full-time at UCSD. You must include the units for both institutions in order to be eligible for the full-time student financial aid benefits.

# The fee amount should be the sum of the SDSU part-time tuition and the full CES Audiology Symposium fee. Look up the part-time "Graduate" tuition here [https://bfa.sdsu.edu/financial/student/money.aspx](https://bfa.sdsu.edu/financial/student/money.aspx). CES Audiology Symposium fee is published on our SLHS website; it increases each summer. The numbers below are an estimate made at the time this handbook was published.

## Enter the number of UCSD units under “Other units” - the fee is $0.00

<table>
<thead>
<tr>
<th>Specify Your SDSU Doctoral Program: <strong>Audiology (AuD)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>SDSU Units:</td>
</tr>
<tr>
<td>Other Units:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Are all of your enrollment fees paid by the SDSU Doctoral Program? **No**

If No, complete the following

<table>
<thead>
<tr>
<th>Fee Payment Information</th>
<th>Fee Payment Information</th>
<th>Fee Payment Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer 2021</td>
<td>Fall 2021</td>
</tr>
<tr>
<td>Fees paid by you:</td>
<td>$ All</td>
<td>$ All</td>
</tr>
<tr>
<td>Fees paid by Doctoral Program:</td>
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<td>Fees paid by Doctoral Program:</td>
</tr>
<tr>
<td>Fees paid by other source:</td>
<td>$ 0</td>
<td>Fees paid by other source:</td>
</tr>
</tbody>
</table>

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<tr>
<td>Person or Program Name</td>
<td>Fall 2021</td>
<td>Spring 2022</td>
</tr>
</tbody>
</table>
Questions regarding financial aid?

Please review the instructions on the website:

http://go.sdsu.edu/student_affairs/financialaid/financialaidindexpage.aspx

If you still have questions, please contact Suzanne Goulet (sgoulet@sdsu.edu). She is familiar with our program.
APPENDIX D. TITLE PAGE TEMPLATE FOR DOCTORAL RESEARCH PROJECT PAPER

TITLE OF YOUR PROJECT

A Doctoral Project Presented to the Faculty of
San Diego State University
and
University of California, San Diego

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Audiology (Au.D.)

By
YOUR NAME
MONTH YEAR
STUDENT ACKNOWLEDGEMENT FORM

After reading the AuD Student Handbook and the Code of Ethics of the American Academy of Audiology (AAA) and American Speech-Language-Hearing Association (ASHA), please print this page, sign it, and turn it in to the SDSU AuD Program Co-director or to Reya Gredonia (rgredonia@sdsu.edu).

I, ____________________________________________, have read the Program's policies and procedures, and I understand that the Student Handbook is an important, albeit not only, source of information. In particular, I have read and understand the program's academic, clinical, summative exam grading/intervention/dismissal policy, generic abilities policy, clinical policies and procedures, including clinic attendance and dress code. I am aware that the Student Handbook provides detailed information about required steps and procedures necessary to graduate, and, along with the information provided by the Graduate Divisions of each university, will review this information as appropriate. I also understand that these policies and procedures may be updated during my time in the program, and I will be notified of any changes. By signing below, I acknowledge that I have read the aforementioned documents, and agree to abide by the universities' policies and the AuD Program policies and procedures throughout the SDSU/UCSD Joint Doctoral Program.

____________________________________  ______________________
Signature        Date