



AuD Student Handbook

In addition to SJSU Student Code of Conduct, Academic Catalogue, and all University rules, policies, procedures, guidelines, and requirements, all students enrolled in a graduate program in the Department of Audiology are subject to the terms set forth in this handbook, as revised from time to time at the University's sole discretion. If the handbook is revised, students are subject to the updated handbook terms. If any terms of this handbook are inconsistent with University policy, the policy of the University prevails. This handbook is provided for informational purposes only and is not a contract, expressed or implied. Further, this handbook is not intended to confer any rights or benefits.

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Welcome!

Welcome to San José State University's Doctor of Audiology (AuD) program. We hope that you will find your experience at SJSU and the Department to be both challenging and rewarding. The AuD Student Handbook (henceforth known as the "Graduate Handbook") is intended to serve as a supplement to the following important sources of information available to you via SJSU's website (www.sjsu.edu):

- [SJSU Catalog](https://catalog.sjsu.edu/) at <https://catalog.sjsu.edu/>
- Policies and forms on SJSU's
 - [College of Graduate Studies](https://www.sjsu.edu/cgs/) at <https://www.sjsu.edu/cgs/>
 - [Graduate Admissions and Program Evaluations](http://www.sjsu.edu/gape/) at <http://www.sjsu.edu/gape/>

This Graduate Handbook has been prepared to provide you with an overview and a guide to important information about the AuD program to assist you in steering your way through your program of study, your clinical experiences, including your 4th year externship, and the licensure/certification process. This Handbook is the primary source of information regarding policies, regulations, and academic and clinical requirements necessary to complete the AuD degree. The Graduate Handbook is not meant to be an exhaustive collection of all SJSU and departmental policies; instead, it serves as a supplement to the SJSU Graduate Catalog and other official SJSU policies and procedures documents pertaining to students. We ask that you keep this Handbook throughout your association with the Audiology Department and with your personal professional records thereafter. The information it contains will help you to plan and record your progress through the program, and it may be useful at a later date for documenting aspects of your graduate experience.

While enrolled in the program, you are responsible for being informed about all rules, regulations, and procedures required for graduate studies, in general, and the AuD program, in particular.

Please note that the information in this Handbook is subject to change as University, Departmental, and accreditation policies are updated. Changes may also be made when recommended by the faculty to address emergent issues. If and when such changes occur, you will be informed through e-mail from the Department Chair. Moreover, the application of policies to particular cases may vary with the special circumstances related to individual students. As you progress through your program, you may experience additional questions and concerns that are not addressed formally in Departmental or University publications. In these cases, we encourage you to seek information from your faculty advisor, the Director of Clinical Education, or the Department Chair. Other academic and clinical faculty members are also available for advice, guidance, and consultation regarding all academic and clinical requirements, policies, and procedures.

The AuD program of study is a rigorous, full-time four-year program, that is designed to meet the academic

and clinical requirements and standards set forth both by the Accreditation Commission for Audiology Education (ACAE) and the Council on Academic Accreditation (CAA). Following completion of the program, students will be eligible to apply for a state license in audiology. The requirements and pathways for obtaining a state license in California are given on the website of the [California Speech-Language Pathology & Audiology & Hearing Aid Dispensing Board](#) and will be reviewed during your final year in your Externship Placements class (AuD 526b).

As of February 2024, the AuD program has been granted full accreditation status by the Accreditation Commission for Audiology Education (ACAE) through 2034. Documents pertaining to program accreditation standards are available on the ACAE website. Documents pertaining to membership in the American Academy of Audiology and the code of ethics are available on the AAA website (<https://www.audiology.org/>). Graduates of an AuD Program are eligible for the entry-level Board Certification from the American Academy of Audiology (ABA). Specialty certification may be obtained after experience and continuing education in specialty areas. For more information, please go to <http://www.boardofaudiology.org/>.

As of February 2025, the AuD program has also been granted full accreditation status from The Council on Academic Accreditation (CAA) of the American Speech-Language and Hearing Association (ASHA). In compliance with the CAA, we ask that you become familiar with three cardinal topics, available at www.asha.org:

- [Code of Ethics](#)
- [Certification Standards](#)
- [Scope of Practice](#)

Note that eligibility for CCC-A requires the completion of clinical hours that have been supervised by an audiologist who holds CCC-A. Students should refer to the ASHA website (www.asha.org) for specifics.

The AuD faculty look forward to collaborating with you as you progress through the program. We hope that you will take advantage of all that the Department and the University have to offer. Note that faculty advisors are available to support you, but the responsibility for completing all requirements, for conforming to current policies, and for meeting all deadlines is ultimately your own.

Part I. Program Overview

Mission and Program Learning Outcomes

The Audiology Department is housed in the College of Health and Human Sciences at San José State University. The Department upholds the vision, missions, values, goals, of both the [college](#) and the

[university.](#)

The AuD program offers students a broad academic curriculum, comprehensive clinical experiences, and ongoing research opportunities in hearing and balance disorders. It affords opportunities for interprofessional education and collaboration. The Department mission statement is as follows:

The mission of the AuD program is to provide students with an academic and clinical educational program that emphasizes a solid theoretical framework and facilitates learning outstanding clinical skills for providing high-quality services to individuals with hearing and balance disorders in our community. Graduates of our program are ethical; culturally sensitive; committed to evidence-based practices; prepared to assume leadership roles; and experienced in, and appreciative of, an interprofessional team approach to patient care.

The broader program learning outcomes (PLOs) fall into five distinct categories that were designed to parallel our university's learning goals, as follows:

PLO 1) Specialized Knowledge: Students will recall, apply, and synthesize their knowledge of the hearing and balance mechanisms, including normal processes, disorders, and treatments, as outlined by the Council on Academic Accreditation (CAA) and the Accreditation Commission for Audiology Education (ACAE).

PLO 2) Social Responsibilities: Students will summarize and describe the contexts in which they may practice audiology and advise patients, with attention to local and culturally sensitive models of health care.

PLO 3) Students will demonstrate the ability to act ethically, intentionally, and conscientiously regarding issues related to inclusion and diversity.

PLO 4) Intellectual Skills: Students will correctly interpret theories, assumptions, and protocols appropriate to audiology practice (i.e., diagnosis and treatment) within quantitative and qualitative methodologies. They will also demonstrate the ability to think critically and creatively, effectively communicate, gather and process information thoroughly and ethically, write in a scientific voice, and engage in interprofessional activities.

PLO 5) Integrative Knowledge and Skills: Students will design, complete, and present a scholarly research project that will reflect the depth of contemporary audiology knowledge and contribute to knowledge in hearing science or to improvements in audiology practice, policy, or patient outcomes.

PLO 6) Applied Knowledge and Skills: Students will apply classroom theories and prior clinical

experiences to new clinical settings, age groups, disorders, technologies, and devices, with increasing speed, effectiveness, and independence.

Faculty

The AuD Department has an Interim Department Chair (TBD), three tenure-track faculty members (Drs. Anusha Yellamsetty, Somayeh (Bahar) Shahsavari, and Yi Yuan), and two Clinical Instructors (Dr. Jody Winzelberg, Director of Clinical Education and Dr. Meredith Kondo, Clinic Director). Please see the [department webpage](#) for more information about our faculty.

Administrative Staff

Name	Administrative Position	Office	Phone	Email
Madeline Bissell	Program Analyst	MH 407	408.924.1754	Madeline.bissell@sjsu.edu
Susan Ross	Interim Department Chair	MH 408	408.942.1744	susan.ross@sjsu.edu

Physical Facilities

The Department of Audiology is located in MacQuarrie Hall (Office number 407). The building houses the Department's academic and faculty offices and is accessible to individuals with mobility challenges.

Departmental Information

Department Mailing Address:	Department of Audiology (MH 407), One Washington Square San José, CA 95192-0176
Department Office:	MacQuarrie Hall 407
Department Phone:	408-924-1754
Department Website:	www.sjsu.edu/aud

The use of Department office facilities is limited to times during which either the Department administrative staff and/or a faculty member are present. If a responsible administrative or faculty person is not present, the main office of the department will be locked and unavailable for use. Typical hours of operation are as follows (except on holidays):

- Mondays through Fridays - 8:00 a.m. to 5:00 pm

Get Involved!

You are encouraged to get involved and participate in student organizations. Here at SJSU, and in the Audiology Department, we want you to “Power Silicon Valley.” Several organizations to explore include the California Academy of Audiology; the California Speech-Language-Hearing Association; the American Academy of Audiology; the American Speech-Language-Hearing Association; the Student Audiology Association, and the National Student Speech-Language- Hearing Association. The following is information about several of these key organizations:

The **California Academy of Audiology (CAA)** is the state organization representing audiologists. It sponsors an AuD student group and provides information regarding volunteer opportunities and certification/licensure requirements for AuD students in the state. Visit the [CAA website](#) for more details.

The **California Speech-Language-Hearing Association (CSHA)** is the state organization representing speech-language pathologists and audiologists. The [CSHA website](#) includes information regarding membership and volunteer opportunities. District 4 of the California Speech-Language-Hearing Association is the local district for the Bay Area.

The **Student Audiology Association (SAA)** is the national student organization of the American Academy of Audiology. According to the AAA website, the SAA serves as a collective voice for students and advances the rights, interests, and welfare of students pursuing careers in audiology. The SAA introduces students to lifelong involvement in activities that promote and advance the profession of audiology, and provides services, information, education, representation and advocacy for the profession and the public we serve. Visit the SAA website (<https://saa.audiology.org/>) for more details.

The **National Student Speech Language Hearing Association (NSSLHA)** is for graduate and undergraduate students interested in the study of normal and disordered human communication behavior. It is officially recognized by the American Speech-Language-Hearing Association (ASHA). The SJSU chapter of NSSLHA participates in a variety of community events and fundraisers throughout the year. NSSLHA membership is available to full- or part-time undergraduate and graduate students in CDS and AuD. NSSLHA members are entitled to several benefits-- NSSLHA publications, the ASHA Leader, a choice of one ASHA journal, reduced registration fees for the annual ASHA Convention, and significant savings on the first year of ASHA membership. Visit [NSSLHA's website](#) at <http://www.nsslha.org> to find out how to join.

Other organizations include: American Auditory Society (AAS: <https://www.amauditorysoc.org>) Acoustical Society of America (ASA: <https://acousticalsociety.org>), Association for Research in Otolaryngology (ARO: <https://aro.org>), and Council of Academic Programs in Communication Sciences and Disorders (CAPCSD: <https://www.capcsd.org>).

Admissions and Eligibility Requirements

Admissions Requirements

The following are the requirements for program admission:

1. Completion of a baccalaureate degree earned at an institution accredited by a regional accrediting association, or an equivalent academic preparation as determined by the appropriate campus authority (i.e., Graduate Admissions and Program Evaluation [GAPE]);
2. An overall GPA of 3.0 or better in all undergraduate and graduate coursework;
3. Completion of prerequisite courses in Hearing/Speech science; Phonetics; Language development; Neurology and/or neurophysiology of communication; Introduction to Audiology; Anatomy & Physiology of Speech and Hearing Mechanism; Deaf Studies/ASL (optional) and one course in each of the following areas: biological sciences; physical sciences; social/behavioral sciences; and statistics;
4. GRE is optional for admissions;
5. An applicant-authored statement of purpose reflecting a commitment to audiology, including the applicant's preparation for training in this profession, aptitude and motivation, commitment to working with diverse populations and the basis for interest in audiology and specifically, the SJSU program of study;
6. Three letters of recommendation;
7. Resume;
8. Documentation of 20 hours of observation in an audiological clinic or private practice.

Technical Standards

Operating within the scope of accreditation standards, the Department has the freedom and ultimate responsibility for (1) the selection of students, (2) the design, implementation, and evaluation of the curriculum, (3) the evaluation of student progress, and (4) the determination of who should be awarded a degree. Faculty and professional staff in the Audiology Department also have a responsibility for the welfare of patients tested, treated, or otherwise impacted by AuD students. The Department has a responsibility to the public to assure that its graduates can become fully competent professionals, capable of delivering quality services in a timely manner and preserving the wellbeing of the patients they serve. Thus, it is important that the persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice audiology.

To acquire the knowledge and skills required by accreditation bodies in the practice of audiology, to function in a wide variety of clinical situations, and to render many different kinds of patient services, students enrolled in the AuD program at SJSU must have skills and attributes in six specific areas, called "essential academic/clinical requirements" as defined by Schwartz et al. (2007). These areas are:

- Communication
- Intellectual/Cognitive
- Health/Vitality
- Motor
- Sensory/Observational
- Behavioral/Social

Technical academic/clinical functions enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience.

Academic and clinical faculty are charged with evaluating students with respect to their performance on the technical academic/clinical requirements presented below. To be qualified for the study of audiology at SJSU, students must be able to meet both our eligibility requirements and technical academic and clinical requirements with or without reasonable modifications. A modification is viewed as a means of assisting students with disabilities to meet technical standards by providing them with an equal opportunity to participate in all aspects of each course or clinical experience. (Reasonable modifications are not intended to guarantee that students will be successful in meeting the requirements of any one course or clinical education).

The Audiology Department acknowledges its responsibility to provide reasonable modifications to individuals with disabilities per the requirements of [Section 504 of the Vocational Rehabilitation Act of 1973](#) (U.S. Department of Education, 2010; see <https://www2.ed.gov/about/offices/list/ocr/504faq.html>) and [Title II of the Americans With Disabilities Act](#) (see <https://www.ada.gov/law-and-regs/regulations/title-ii-2010-regulations/>). However, the burden is on the student to demonstrate that he/she can meet the technical academic/clinical requirements of the program. If students feel they are unable to meet these standards due to a disability, it is their responsibility to register as a student with a disability with [SJSU's Accessible Education Center \(AEC\)](#) (see additional information below on Students with Disabilities) and to contact the appropriate faculty member(s) to seek reasonable modifications.

Prior to registration in courses and clinics, admitted students are required to review and acknowledge capacity to fulfill these technical standards. Failure to meet or maintain the Technical Standards may result in a recommendation for dismissal from the program. The Technical Standards are fully described below. The bulleted items indicate skills that are more inherent and should be present when a student begins the program (Schwartz et al, 2007).

Technical Standards for Admission, Retention, and Graduation to the AuD program

Please see [Appendix E](#) for details regarding the Technical Standards.

Accommodations

The Audiology Department is committed to upholding the mission of the [Accessible Education Center](#) at San José State University by supporting educational development and success of students with disabilities in a student-centered and professional environment. However, students must be able to perform the technical standards necessary to practice as an audiologist with or without reasonable accommodations for successful completion of the AuD and state licensure requirements. **Although inquiry of disability is not permitted as part of the admissions process, students are urged to review the technical standards prior to entering the program. Students requiring accommodations are responsible for providing appropriate documentation of their disability and to seek support from the SJSU Accessible Education Center.**

(Citations: Council on Academic Accreditation in Audiology and Speech-Language Pathology. (2017). Standards for accreditation of graduate education programs in audiology and speech-language pathology (2017). Retrieved August 15, 2017 from <https://caa.asha.org/siteassets/files/accreditation-standards-for-graduate-programs.pdf>

Schwartz, I., et al. (2007). Eligibility requirements and essential functions. Paper presented at the Annual Meeting of the Council on Academic Programs in Communication Sciences and Disorders.)

Upon admission to the Audiology Department, all students must sign a form acknowledging that they have read and understand the technical standards. Students who may have concerns about meeting these expectations are advised to meet with the Department Chair. If a student feels that he/she requires reasonable accommodation for didactic and/or clinical components of the program, he/she must register as a student with a disability with the [Accessible Education Center \(aec@sjsu.edu\)](#) on campus, and contact the Chair and the appropriate faculty member(s) to seek reasonable accommodations. Due to the time it takes to properly evaluate a student's needs and to implement reasonable accommodations, it is recommended that students request accommodations as early as possible. While it is possible that the need for reasonable accommodation may arise unexpectedly, it is preferable to make a request for accommodation at least 30 days before the start of a course or 6-8 weeks in advance of a clinical education experience.

The student should also contact the Chair to discuss reasonable accommodations.

Curriculum Overview and General Policies

Academic Program

The AuD program is a full-time program (110 units) designed to be completed in 11 semesters, including summer session. The program consists of 72 units of academic courses, 30 units of clinical experiences,

and 8 units for designing, completing, and presenting the findings of a scholarly research project. English is the language of instruction throughout the curriculum.

The program road map lists the courses and clinics that students will take each semester of the program. Complete course descriptions are found on the [AuD webpage](#).

During their first semester of enrollment, students will sign a Candidacy Form, which outlines the graduate plan of study. Once created, the Candidacy Form may not be altered solely due to poor academic performance. Students must maintain satisfactory progress (defined in the following section of this handbook) in all courses. The Candidacy Form serves as an agreement between the student, the Department, and the University. Changes to the Candidacy Form will only be approved under extraordinary circumstances and must be approved by the Department Chair.

In addition to successfully completing all courses and clinical experiences, students must pass a qualifying examination at the end of Year 1, and a written comprehensive examination at the end of Year 2 prior to applying for their fourth-year externship. They must also complete and present their doctoral research project at the end of Year 3. Details regarding these evaluation milestones will be presented in a later section of this handbook.

Clinical Program

The clinical coursework sequence occurs across all 11 semesters of the program. Clinical courses are designed to give students multiple and varied opportunities for clinical skill development in the on campus clinic and in community settings. Clinical experiences begin in the first semester of the graduate program. Clinical assignments are based on student, clinic, and program needs, and will be made by the Director of Clinical Education (DCE) in consultation with each student.

Clinical assignments provide opportunities for students to integrate and apply learning at progressively higher levels of performance and independence.

Academic Calendar

The full academic calendar is provided to incoming graduate students at or before orientation. Students should be aware that clinical experiences may be extended due to the schedule maintained by the site, weather or other unexpected closures, or if a student requires more opportunities to achieve competency and/or required hours. Such extensions will be achieved through mutual agreement with the clinical site.

Retention of Records

The Audiology Department archives graduate student files for 5 (five) years following graduation from the degree program. After the 5th year, files are destroyed. During the five years post-graduation, graduate

student alumni can request documents from her/his academic file by completing the [Graduate Student Records Retention Policy Form](#) and submitting it to the Department Chair.

Certification and Licensure

The University makes no representations, warranties, guarantees, or promises regarding an individual's ability to obtain licensure, certification, or employment.

Privacy Rights of Students/Family Educational Rights and Privacy Act (FERPA)

Students should be aware of the University's [policy on the rights to privacy](#) related to students.

Educational records refer to:

- the records and information contained in each student's file including electronic and/or paper records, and
- anecdotal information that a faculty or staff member may possess regarding a student's academic standing or performance which may include, but is not limited to, a student's knowledge, skills, and attributes.

Except as otherwise permitted or required by law or policy, the Audiology Department may not release any records or information regarding a student's academic performance to an outside agency or entity without the written consent of the student. For example, unless a student provides written permission, faculty and staff members may not consult with external clinical educators or preceptors. Therefore, it is necessary for the Department to have student's written consent to release such information. Each student is asked to sign, as appropriate, the [Consent to Disclose Information Form](#), authorizing the Department to communicate with outside entities on the student's behalf. The student's consent will remain in effect until written notification is received rescinding the student's authorization. Failure to sign the Consent to Disclose Information Form will result in limited external placement opportunities.

Students may also be asked to provide permission to share information for other disclosures such as scholarship recommendations or to serve as a reference for employment.

Notice of Nondiscrimination Policy

San José State University does not discriminate on the basis of Age, Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color and ancestry), Religion (or religious creed), and Veteran or Military Status. This policy applies to all SJSU students, faculty and staff programs, and activities. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of sex in all education programs and activities operated by the university (both on and off campus). The California State University does not discriminate on the basis of disability in its programs and activities, including admission and access. Federal and state laws, including

sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, prohibit such discrimination. For more information, please see the SJSU website [here](#).

Questions regarding this policy should be directed to the [Office of Equity and Diversity](#), 408- 924-8168.

Student Conduct

SJSU seeks to maintain conditions favorable to learning for all students, staff, and faculty and this includes maintaining respect for self and for others, integrity in and out of the classroom, and responsible social conduct. In keeping with these goals, the Audiology Department adheres to the university's [Student Conduct Code](#) available at <https://www.sjsu.edu/studentconduct/conduct-processes/student-conduct.php>.

Ethics

In preparation for a professional career, all students are also expected to comply with the codes of ethics of the American Academy of Audiology (AAA) and the American Speech, Language and Hearing Association (ASHA). These ethical codes are summarized in this document and are accessible in their entirety on the [AAA](#) and [ASHA](#) websites, respectively.

Learning Support Services for Students with Disabilities

Services and accommodations are available to students with disabilities. SJSU requires appropriate documentation of a disability to provide accommodations related to academic or clinical standards. Students who require accommodations in any course must contact a counselor at the [Accessible Education Center \(AEC\)](#) who will meet with the student, review the documentation of the disability or other need that warrants accommodation, and discuss the services SJSU offers and provide documentation related to any accommodations recommended for specific courses. It is extremely important that students begin this process prior to arrival for the graduate program and no later than the beginning of each semester thereafter. If new situations arise during a semester, students should make an appointment with AEC. Students are encouraged to work with faculty proactively to communicate and implement strategies for accommodation. For more information about SJSU's [AEC](#) at <http://www.sjsu.edu/aec/>.

Student Withdrawal from One or More Courses

Students who are considering dropping a course or otherwise reducing their course load should discuss options with their faculty advisor prior to initiating any action with the Registrar's Office. Dropping a course may introduce substantial delays in completion of the graduate program for courses offered once a year or that serve as prerequisites for courses in subsequent semesters. Dropping courses may also reduce financial aid awards and students are strongly encouraged to consult with Financial Aid prior to initiating any action with the Registrar's Office or any online cancellation of enrollment.

Student Withdrawal from the Program & University

A student may voluntarily withdraw from the program at any time, for any reason, with no intention of returning to the program. A withdrawal is an official exit from the university and does not hold a place in the program for the student. A student may reapply to the program at any time after withdrawing. A student who is withdrawing from the program is responsible for completing all the steps necessary to complete the process.

Students who are considering withdrawing from the full program should review the University Policies related to withdrawal and exiting the university [here](#).

The student should contact the Graduate Admissions and Program Evaluations' Office with any questions about procedural steps related to withdrawal or leave of absence.

To withdraw, the student must submit a Graduate Petition for Course Drop/Semester Withdrawal form with all required signatures to Graduate Studies, a branch of Graduate and Undergraduate Programs

If a student has been accused of an actionable offense, and withdraws from the program or the university before the administrative process takes place, that process shall move forward and the outcome will remain part of the student's record.

A student who plans to return at a later date is advised to consider a Leave of Absence rather than Withdrawal.

Leave of Absence (LOA)

A student has the right to request a Leave of Absence (LOA) at any time due to medical, care-giving, military service, personal hardship, or educational reasons. After consultation with the student's faculty advisor and Department Chair, a Leave of Absence Petition form needs to be completed, signed, and submitted to the Registrar's Office.

International students must also notify the College of International and Extended Studies (CIES).

When circumstances arise that result in a student requesting a LOA, it will generally result in a single LOA being granted for up to four semesters. Students who extend or delay completion of the graduate program will be responsible for monitoring any changes required by state licensing boards to ensure continued eligibility for certification and/or licensure.

A student requesting a LOA is required to talk with relevant University offices (Registrar's Office, Financial Aid, CIES), as appropriate, prior to requesting the LOA to understand the potential ramifications of taking time away from their studies. Students granted a LOA retain their admitted status; however, they are not registered and therefore do not retain the rights and privileges of registered students.

If a student requests a LOA after the university semester deadlines for course withdrawal have passed OR after the student has completed all requirements for a given course, the grades for the course/s will be recorded in that semester. If the student completes the semester with academic or professional behavior concerns the student may be referred for academic or unprofessional behavior review during a LOA. This policy is in place to prevent the use of the LOA in lieu of suspension or dismissal (i.e., to avoid the consequences for substandard performance or inadequate progress).

Once the LOA is requested, a written Action Plan will be created for the student by the Chair of the Audiology Department in consultation with the student and the student's faculty advisor. The Action Plan will outline the length of the LOA and the plan for return to enrollment, including any modifications that might need to be made to the student's plan of study. A copy of the plan will be sent to the student and the plan will be retained in the student's academic file. Such plans may be adjusted during the student's absence related to scheduling of course offerings, internal curricular changes, modifications due changes in accreditation standards, etc. A student on leave is required to maintain an understanding of previous course materials and expertise. Upon return, the student may be required to demonstrate levels of proficiency to aid in the determination of placement in the curriculum. Upon return from a LOA a finalized Action Plan will be reviewed with the student and the updated plan will be retained in the student's academic file. The student's decision to re-enroll in the graduate program is an indication of agreement with the finalized Action Plan for degree completion.

A student who fails to return to their studies within 30 days after the planned end of their LOA and who does not contact the Department to generate a revised Action Plan will be assumed to have withdrawn from the program.

Deferment

The California State University Chancellor's Office has allowed San Jose State University to provide a deferral of graduate admission option to students admitted for graduate study who face personal and/or COVID-19-related hardship that precludes them from attending any college or university in the semester they are to initially begin studies. Only one deferral request will be accepted per student. Note that we cannot guarantee that deferral options will be available in future terms. Please see [Admissions](#) for more information about deferrals.

Student Concerns, Complaints, or Grievances

Students who have concerns about anything or anyone related to the Audiology Department are encouraged to express those concerns and to do so through a process appropriate to address the concern. The first step is nearly always to discuss the concerns directly with the person or persons involved. If the concern involves some aspect of an individual course or practicum experience, for example, the student should first discuss concerns with the instructor or clinical preceptor.

If the specific nature of the concern makes direct discussion with the person or persons involved impractical or if the student perceives that doing so would put the student at risk, the student is encouraged to discuss the concern with their faculty advisor or if with a clinical preceptor with the Director of Clinical Education. They may also voice their concern directly to the Department Chair.

If the student is not satisfied with the initial response to their concern, the student should elevate the concern to the next level. For example, if the concern was brought to the course instructor, the next step would be to direct the concern to either their faculty advisor or to the Department Chair. If the concern was brought to the Chair, the next step would be to direct the concern to the Dean of the College of Health and Human Sciences (<https://www.sjsu.edu/chhs/about-us/dean-staff-contact/index.php>). Complaints or grievances filed through the Dean will be handled according to those entities' policies and procedures.

Any complaints directed to the Chair or Dean through the University grievance processes will be responded to within 5 university business days and will be retained in a file by the Chair including any written complaints, date of receipt, any investigation or notes from meetings with involved individuals, steps followed, and resolution.

Students with concerns related to any aspect of the program's compliance with accreditation standards may at any time voice their concerns directly to the Accreditation Commission for Audiology Education (ACAE) and/or the Council on Academic Accreditation (CAA).

Accreditation Commission for Audiology Education (ACAE) Policy and Procedures for Academic Complaints against Graduate Education Programs

<https://acaeaccred.org/>

The Council on Academic Accreditation in Audiology and Speech-Language Pathology American Speech-Language-Hearing Association

2200 Research Boulevard, #310
Rockville, MD 20850
Phone: (800) 498-2071
Email: accreditation@asha.org
Website: <http://caa.asha.org/>

Part II. Academic Program Policies and Student Resources

Graduate Curriculum

The AuD program follows a cohort model, so that each student will proceed through the same sequence of courses and clinical experiences.

The curriculum begins with foundational knowledge in the basic hearing sciences (anatomy, physiology, acoustics, psychoacoustics) and progresses to the application of the foundational material to identification, diagnosis, rehabilitation, and prevention of hearing and balance disorders. Similarly, clinical education begins with an understanding of the standard audiological test battery and progresses to more complex evaluations (i.e., electrophysiological and vestibular assessments). Research methods are taught early in the second year of study so that the principles of evidence-based practice can be applied in the subsequent academic and clinical courses. Principles of auditory rehabilitation are taught in sequence, beginning with adults and elders and culminating with the pediatric population in year 3. Each semester's clinical rotations are expressly chosen to allow as much overlap as possible with the content of the academic courses.

Academic Standing

Students may be either in good academic standing, on warning, probation, or suspension for academic performance. To maintain good academic standing throughout their program, students must achieve satisfactory grades and demonstrate satisfactory progress toward achievement of every clinical competency specified by the program. Clinical competencies are demonstrated and evaluated continuously during clinical practicum classes, internship and externship placements, clinical and academic seminars, and through specific assessments associated with academic courses. Detailed information regarding evaluating clinical competencies are set forth in [Part III](#) of this handbook. Students are strongly advised to review University Policy [S16-16](#) for more information on Academic Standing.

Academic Course Grading Policies and Disqualification

The Audiology Department uses an "A" through "F" grading scale including "+" and "-" for most academic coursework. The Academic Standards Policy is as follows:

1. Graduate students must maintain an overall GPA of 3.0 during each semester in the department.
2. A student whose overall GPA falls below 3.0 in any given semester is considered to be on academic notice.
 - A student on academic notice must achieve a 3.0 GPA in the semester's work to avoid academic disqualification
 - Academic notice is cleared when the SJSU cumulative GPA rises to 3.0 or better in any subsequent Spring, Summer or Fall term
3. If a student receives a grade below a B in any given course, that course will not be counted towards the graduation requirements and must be repeated the next time the course is offered.
4. A student on academic notice will be placed on a waitlist for clinical practicum courses.
5. A grade of D or lower in any single course will automatically result in a formal review by the Chair and will generally lead to dismissal from the program.

The following policies apply to the ***AuD clinical practicum courses***:

Assignment to an external clinical placement is an opportunity granted to students in good academic standing.

1. Students on academic notice will be placed on a waitlist for clinic and assigned a clinical practicum course only with instructor consent.
2. While enrolled in a clinical practicum course, students who do not conduct themselves in a professional and ethical manner as indicated below will receive one warning. A second warning, or one instance of an egregious violation as determined by an AuD faculty panel consisting of the Clinical Educator, Clinic Director (on campus clinic) or Director of Clinical Education(external placements), and Department Chair, will result in immediate administrative academic disqualification with no opportunity for reinstatement.
 - a. Confidentiality/HIPAA
 - b. Clinic dress code
 - c. Respect for faculty/staff
 - d. Patient care
 - e. Following departmental policies and procedures both for on campus and in community clinics.
 - f. Honesty
 - g. Academic Integrity
 - h. Other (See Professional Dispositions on Clinical Evaluation Rubric)
3. Students must achieve a grade of “B” or better in all clinical practicum courses (see above).
4. Students receiving a grade of “B-” or lower in any clinical practicum course are placed on administrative academic probation and must repeat the clinical practicum course the next time space permits.
5. Students receiving a second grade of ‘B-’ or lower in any clinical practicum course will be administratively academically disqualified from the program with no opportunity for reinstatement.
6. Students cannot earn a non-clinical AuD degree. Students must pass all of the academic and clinical components of the program to be awarded an AuD.

The university has authorized the Audiology Department to determine a graduate student's fitness for the profession in dimensions that extend beyond course grading. Student dispositions for the profession of audiology primarily come to light during clinical course work on site or in the field. Behavior or demeanor deemed to endanger patients or otherwise determined to be unprofessional or unsuitable for clinical

practice is cause for immediate action of administrative-academic disqualification from the program.

Written documentation of the reasons for dismissal must accompany the action. The disqualification, which can occur without any probationary period, may be appealed to the University Academic Disqualification and Reinstatement Review Committee. The disqualification is technically from the AuD program only, not from the university as a whole. Because there is no unclassified status for graduate students, however, the action effectively disqualifies the student from the university unless another department or school agrees to accept the student into its program via a reapplication process.

For any disqualification delineated above, a student has the right to appeal to the Academic Disqualification and Reinstatement Review Committee at SJSU.

Incomplete Grade

Instructors may issue a grade of Incomplete only when the major portion of a course, practicum experience, seminar, or externship has been completed satisfactorily, but health or other emergency reasons prevent the student from finishing all requirements. Per university policy, the instructor and the student must discuss and complete an “incomplete contract” that includes a deadline by which all work will be completed.

For more information, please refer to [the Office of the Registrar](#).

Substandard Grades

Graduate students must maintain an overall GPA of 3.0 during each semester in the department. In graduate courses, all grades (didactic or clinical) below a ‘B’ are considered substandard (i.e., non-satisfactory).

Appealing Final Grades in Academic Coursework

If a student disagrees with their final grade in any academic course, students must notify the relevant instructor of their intent to contest the grade within five (5) university business days of the grading deadline for that semester. Students must then arrange a meeting with the faculty member to discuss the grade. If a student is not satisfied with the outcome of that discussion, they may appeal the grade to the Chair of the Audiology Department, in writing, within five (5) university business days of meeting with the faculty member.

The Chair will meet with the student and the faculty member. The Chair makes a final decision about the student’s grade as recorded on the transcript.

Academic Disqualification

Students whose graduate status GPA falls below 3.0 on two consecutive semesters will be disqualified from the degree program. Disqualified students will not be allowed to take additional courses in the AuD program. Please see above section on [Academic Course Grading Policies and Disqualification](#)

Administrative Academic Disqualification

A degree program may disqualify any student at any time when, if in its judgment, the individual is deemed incapable of successfully performing at required standards of excellence. Additionally, the program reserves the right to disqualify a student after admission to the program if, in the judgment of the faculty, the student fails to demonstrate and/or uphold the AAA and/or ASHA Code of Ethics during coursework and/or practice in the field. If a student is disqualified, reinstatement to graduate student status in the same program can occur only through a formal appeal process.

The disqualification, which can occur without any probationary period, may be appealed to the University Academic Disqualification and Reinstatement Review Committee.

Qualifying, Written, and Oral Exams

To earn the Doctor of Audiology (AuD) degree at San José State University, students must demonstrate their comprehensive knowledge and clinical skills through three examinations. Students will take qualifying, written, and oral exams, respectively after each year of study to matriculate from Level 1 (introductory mastery of basic sciences and foundations of clinical practice) to Level 2 (developing mastery of increasingly complex topics in evaluation and treatment, as well as increased effectiveness in clinic) to Level 3 (advanced mastery of knowledge base and clinical skills). Students must successfully complete each course to be eligible for the qualifying, written, and oral exams.

A. Year 1 Clinical and Academic Qualifying Exam

The purpose of the qualifying examination is to provide a focal point for students to integrate the information they obtained in the first year of the program. It is designed as a clinical and didactic examination to acquaint the student with this form of evaluation procedure. Students are expected to know specifics regarding content in all areas studied and be able to relate the knowledge across courses taken during the first year of the AuD program.

Administration of the Examination

The examination committee will consist of academic and clinical faculty. The examination will be given during final exams week of the spring semester of Year 1. For the clinical exam, members of the committee may ask questions or request clarification of an answer on any information the student should have obtained during their first year of study. The didactic exam will consist of multiple choice questions based on the content of courses taken in the fall and spring semesters of the first year of AuD program.

Grading of the Examination

To pass the *clinical portion* of the qualifying examination, a simple majority of the attending Audiology faculty must concur that the student has demonstrated, based on a documented set of criteria, a knowledge base commensurate with the educational level at the time of the test. Another faculty member may be involved to reassess the student during a retest. The student must demonstrate the ability to integrate the knowledge obtained in different classes to form a comprehensive response to academic and clinical questions.

A minimum grade of 80% is required to pass both the clinical and didactic portion of the qualifying exam. If a student does not achieve a passing grade on either or both the clinical and didactic portion, a second testing opportunity will be held one week after the date of the initial qualifying exam.

Successful completion of the qualifying examination must be completed prior to enrollment in the third (summer) semester. Failure to achieve 80% on the second attempt will be cause for dismissal from the program.

B. Year 2 Comprehensive Exam

The comprehensive examination is an opportunity for students to integrate the academic and clinical information obtained during the program. It is an opportunity to reflect and discuss in a scholarly manner the variety of theoretical and applied information, as it exists at the time of the exam. This written exam is a foundational assessment designed to evaluate students' mastery of the scientific knowledge and core concepts acquired during the first two years of didactic coursework.

The examination also allows the faculty to evaluate the ability of students to grasp and apply a broad spectrum of information. While adequate performance in academic coursework is a prerequisite to graduation, it is also essential that students demonstrate the ability to retain, integrate and apply the knowledge gained during coursework.

Description of the comprehensive examination

The AuD comprehensive written examination is taken in Spring of Year 2. The topics include: assessments, amplifications, medical audiology, aural rehabilitation, pediatrics, acoustics, psychoacoustics, and hearing conservation.

Students are expected to pass all topics on the written comprehensive examination.

- If a student scores less than 80% on any topic(s), the student will need to rewrite that topic(s) during the retest period, generally one week later.
- In the rewrite,
 - if a student scores less than 80% in one topic, the student will need to audit the course(s)
(Students are expected to fully participate in class meetings and activities without having to pay

for registration) and then take the comprehensive exam for this topic when the final exam for the audited course is administered or at a mutually agreed upon time with the instructor. Failure to meet the above requirements will result in disciplinary action, up to and including disqualification for the program.

- if a student scores less than 80% in two or more topics, the student will be disqualified from the program.

C. Year 3 Oral Presentation

The oral presentation occurs at the end of the third year (Spring Year 3) and serves as a culminating experience for the academic portion of the program. During this presentation, students present their research projects and answer questions related to their project, including clinical applicability and practice, in line with the AuD program learning outcomes.

A student can present their research without having passed the written examination, but both exams must be successfully completed before starting the 4th year externship. The Oral Presentation Committee consists of the student's research committee and the tenure line faculty. To pass the oral presentation, a simple majority of the academic faculty must agree that the student is sufficiently knowledgeable in the field of audiology to begin the 4th year of training.

Scholarly Research Projects

A key requirement of the AuD program involves an 8-unit doctoral research project. As per Title 5 requirements, student projects will demonstrate doctoral-level mastery of research skills, hearing science and/or current evidence-based practice. They will demonstrate critical and independent thinking and a command of the research literature. The written component of the doctoral projects will demonstrate originality, evidencing critical and independent thinking. They will be organized in an appropriate form and will identify the research problem and question(s), state the major contextual theoretical perspectives, explain and relate the significance of the undertaking to the relevant scholarly and professional literature, identify the methods of gathering and analyzing the data, analyze and interpret the data, and offer a conclusion or recommendation(s). An oral defense or presentation of the doctoral project also will be required.

Specifically, the CSU Chancellor's Office Executive Order 1112 has set forth the following requirements pertaining to the doctoral project:

Article 5. Doctoral Project

- 5.1 The pattern of study shall include successful completion of an individual doctoral (not group) project that is expected to contribute to knowledge in hearing science or to an improvement in audiology practice, policy, or patient outcomes.

5.2 The doctoral project shall demonstrate the student's doctoral-level mastery of research skills, hearing science and/or current evidence-based practice. It shall demonstrate critical and independent thinking and a command of the research literature.

5.3 The written component of the doctoral project shall demonstrate originality, evidencing critical and independent thinking. It shall be organized in an appropriate form and shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, identify the methods of gathering and analyzing the data, analyze and interpret data, and offer a conclusion or recommendation.

5.4 An oral defense or presentation of the doctoral project shall be required.

5.5 No more than 8 semester units (12 quarter units) shall be allowed for the doctoral project.

5.6 Appropriate Institutional Review Board (IRB) approvals shall be obtained prior to conducting any research involving human subjects. All doctoral projects must also adhere to Health Insurance Portability and Accountability Act requirements involving human subjects. Failure to obtain required IRB approval prior to collection of data on human subjects may disqualify a student from further use of those data.

5.7 Doctoral Project Options. A doctoral project proposal must be approved by program faculty. Approved proposals may be undertaken as projects that are developed under the guidance of faculty and approved by the doctoral project committee, as defined in section 5.9.2. Project options may include, but are not limited to, one or more of the following:

- **Evidence-Based Project.** Evidence-based projects shall demonstrate a thorough synthesis of evidence related to a defined clinical question pertinent to the profession of audiology. Students shall produce a critical analysis of the literature, addressing the strength of evidence, synthesizing the findings of individual studies, interpreting the results, and applying the evidence to audiology practice. Both the written document and oral presentation will be reviewed according to a set of defined criteria specified in the AuD student handbook.
- **Hearing Science Project.** Projects shall demonstrate a thorough synthesis of evidence. Students shall produce a critical analysis of the literature, addressing the strength of evidence, synthesizing the findings of individual studies and interpreting the results. Both the written document and oral presentation will be reviewed according to a set of defined criteria specified in the AuD student handbook.
- **Clinical Research Project.** CSU AuD programs may use a clinical research project significant to the field of audiology. The project may be in the form of a meta-analysis, systematic review, clinical research project, or single-case research design project. Both the written document and oral presentation shall be reviewed according to a set of defined criteria specified in the AuD student handbook.

5.8 Doctoral Project Proposal. The program faculty shall establish policies, procedures and timelines for submission and approval of a doctoral project proposal. AuD program faculty shall assign the student project to a committee charged with reviewing and responding to doctoral project proposals.

- Decision Regarding the Doctoral Project Proposal. The committee shall communicate in writing to the student, indicating approval to continue with the project, required modifications and the need to resubmit, or lack of approval to proceed with the project.
- Resubmission of a Doctoral Project Proposal. If the doctoral project committee decision requires modification, the committee shall communicate to the student in writing the process and expectations for resubmission. The committee shall review the revised and resubmitted proposal and convey the committee's decision to the student in writing.

5.9 Doctoral Project Committee

- Function of the Doctoral Project Committee. The student's doctoral project committee shall provide guidance and supervision for the development, completion and approval of the student's work. Both the written document and oral presentation shall be reviewed according to a set of defined criteria.
- Membership of the Student's Doctoral Project Committee. The doctoral project committee shall have membership and qualifications as determined by the campus policy for forming such committees. Committee membership shall include at least three members with expertise appropriate to the project; at least two members shall be core faculty (see 10.1); and at least one of the members shall be tenured or tenure-track in the program. Faculty from other CSU campuses may be included in the committee membership.
- Student's Doctoral Project Committee Chair. The chair shall be a tenured or tenure-track faculty member on the campus administering the AuD program and, in most cases, shall be a member of the core doctoral faculty as defined in Article 10.1. The doctoral project committee chair shall provide primary supervision for the student's project.
- Appointment of Student's Doctoral Project Committee. The department's core faculty make the appointment of the student's committee chair and member(s). The AuD program director may allow the replacement of one or more committee members, based on the evaluation of a rationale provided by the student or a committee member.

In practical terms, students will identify areas of interest for doctoral projects during Seminar in Research Methods, taken during the third semester of the program. Over the next two years, students (with guidance from their advisors) will select their preferred project option, develop a research question or proposal, define the appropriate methodology, and carry out their proposal either by reviewing and analyzing literature for establishing evidence-based practices or policies, or collecting and analyzing data. The results will be written in such a

way as to conform to specifications for publication in the professional literature. An oral defense of the project will be made to the student's doctoral project committee, consisting of the student's advisor and two additional faculty members (one member may be outside of the AuD department itself). The oral defense will be evaluated according to the rubric given in Appendix B.

Students will be encouraged to attend and present their research at local, regional, and national conferences, thus assisting them in becoming active members of the research and professional community and in building professional peer networks. Students will be eligible to apply for travel research funds from the College of Health and Human Sciences Dean's Office and College of Graduate Studies

<https://www.sjsu.edu/cgs/programs-research/research/funding-opportunities.php>.

Academic Advising

Each AuD student will be assigned an advisor, who will meet with the student on a regular basis (at least once per term). The purpose of the advising meetings is to answer questions and make sure the student is proceeding through the program at the expected pace. In addition, group advising sessions may be scheduled to review various policies, procedures and topics that are pertinent to the graduate cohort.

A faculty advisor may only be available during select days/times or by appointment. Ask faculty advisors for their office hours at the start of each semester. Email faculty advisors at least 2 business days in advance of your requested appointment. Meet with faculty advisors each semester. You also must meet with your advisor prior to initiating changes (e.g., dropping, adding, or auditing a course).

Reminder: All students are required to have an SJSU email address as the official means through which the University and community preceptors communicate with students.

Course Instructor Responsibilities

The Audiology Department expects that its instructors will design and teach courses that appropriately challenge students. From the beginning of the course, instructors will clearly communicate expectations regarding standards of performance and will explain how grades will be determined and assigned. It is expected that students will receive prompt feedback on graded work.

Assignments and tests will be designed to allow assessment of students' conceptual understanding of course material and their ability to apply what they have learned in an authentic manner in an educational setting. Instructors are solely responsible for judging the quality and accuracy of student work and assigning grades.

Instructors in the Audiology Department will model and communicate expectations for exemplary

professional behavior. Instructors are expected to possess personal attributes of honesty, dedication, responsibility, and strong ethical values. They are expected to create a learning environment that is challenging, positive, and rewarding and that honors cultural differences and diversity. Instructors are expected to treat students and peers with respect and adhere to all SJSU policies, procedures, and guidelines.

Course-Specific Intervention

The Audiology Department uses a 'proactive, not punitive' approach to student assessment. For academic courses, this is intended to ensure that students (1) master the totality of course content, (2) demonstrate mastery of competencies associated with particular courses, (3) fully understand what it means to behave in an ethical and professional manner, and (4) are not surprised by a substandard grade at the end of the term.

To achieve these goals: any time a student achieves a grade of below 80% on any assignment, paper, quiz, exam, or project within a particular course or fails to demonstrate a competency required for the course, the student should expect to discuss the situation with the course instructor. Such discussions will generally be held in person and will also generally be noted in the student's departmental file.

Discussions with students (again generally to be held in person) may also be initiated by the course instructor for other reasons including, but not limited to, chronic tardiness, lack of preparation, frequent absences, or disruptive or other unprofessional behavior either in or outside of class. Such discussions will be documented in the student's academic file.

Regardless of the reason, the goal of these discussions will generally be to help the student to resolve the situation (e.g., to allow them to demonstrate mastery of the particular course content or competency involved; to help them modify their behavior). This will often include the development of a course-specific intervention plan.

For course content or competency-related issues, course-specific intervention plans may include (but need not be limited to) retaking the course, retaking relevant portions of an exam, taking an alternative exam, redoing a project in whole or in part, or completing a competency- assessment activity. The completion of such plans will not generally change the student's grade on the exam or project or the final grade in the course.

In cases of behavior issues, course specific intervention plans may include (but need not be limited to) set expectations for student behavior, referral to the Department Chair, referral to the Office of Student Conduct and Ethical Behavior, or referral to the Student Counseling Center.

Any time such an intervention plan is initiated, it will be communicated in writing by the faculty member

to the student and to the Chair and will include a written statement of the concern/competency to be demonstrated, a brief description of any work, assignments or evaluations required, and deadlines for completion.

Failure to complete any course-specific intervention plan successfully or any pattern of concerns across courses may lead to academic probation or disqualification.

Professional Conduct

Students must exemplify the program at all times while representing SJSU in a professional setting, by exhibiting professionalism, ethical behavior, and reporting any occurrence of unprofessional behavior. Violations of any of these policies, including failure to report violations of student conduct or professionalism, may result in the student being subject to disciplinary action.

Expectations for Professional Conduct

Code of Ethics

Students are expected to adhere to the most recent version of the American Academy of Audiology (AAA) and the American Speech- Language-Hearing Association (ASHA) Code of Ethics. Students should become well acquainted with the Code of Ethics so that the judgments and decisions made as a graduate student form a solid ethical foundation for their future clinical practice as Audiologists. Questions or concerns regarding the Code of Ethics or considerations of ethical behavior, may be directed to any faculty member. The complete Codes of Ethics of AAA and ASHA are available on the AAA and ASHA websites, respectively.

The main principles of the ASHA Code of Ethics are:

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.

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

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.

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 profession's self-imposed standards.

Respect

Respect for others is essential in therapeutic and professional relationships. The Audiology Department recognizes that students, staff, faculty, and patients each bring individual cultural experiences, belief systems, and biases. In all interactions, members of the Audiology Department are expected to demonstrate respect for others and uphold the University policy of nondiscrimination.

Attitude

Students are expected to possess and demonstrate personal qualities of honesty, dedication, responsibility, flexibility, compassion, sensitivity to differences and diversity, inclusiveness, and a positive outlook. Students are expected to: treat faculty, patients, Clinical Educators, staff, and peers with respect; display a willingness to learn; be able to accept constructive criticism; be punctual; and, be respectful of others in the classroom learning environment.

Attendance

Students are expected to attend all scheduled classes, labs, clinics, and mandatory program-related meetings (e.g., orientation), unless excused in advance by the instructor. Absences and tardiness may negatively impact demonstration of required competencies and professionalism, including grades assigned in academic or clinical courses.

Academic Honesty

Any form of cheating or academic dishonesty will not be tolerated, and students will be referred to the University Office of Student Conduct and Ethical Development should any questions related to academic honesty arise. Such referrals will also be reported to the Chair of the Audiology Department and noted in the student's file. SJSU's policy on Academic Integrity is found at this location:

<https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf>

Ability to Work Independently & Demonstrate Learning Outcomes Individually

Students are expected to initiate and pursue study independently and to accept responsibility for their own learning. All assessments of student knowledge and skill must be the student's own work unless group submission is specified by the instructor. Prior to submission, it is each student's responsibility to seek clarification about whether projects or assessments are expected to be completed individually or may be completed collaboratively.

Under no circumstances may a student share their SJSU log in credentials with another student or provide access to another student to online learning or assessment platforms (e.g., Canvas).

Ability to Work with Others

Students are expected to cooperate, participate, share information, and show respect for fellow students

and colleagues when learning. When group projects or assessments are assigned it is expected that each member of the group will contribute as an active and respectful collaborator.

Appearance and Dress

Students are expected to display a confident and mature professional demeanor, and to observe professional guidelines for cleanliness and appropriate dress at all times while representing SJSU. See also expectations for professional appearance required in all clinical settings.

Citizenship

Students are expected to demonstrate the attributes expected of a professional in all interactions within the Audiology Department and when representing the Audiology Department in the community. Students are expected to uphold the university's non-discrimination policy at all times. As future professionals it is expected that throughout their enrollment students will adhere to city, state, and federal laws and regulations. Any student convicted of a misdemeanor or felony during their enrollment will need to meet with the Department Chair.

Social Media Policy

Social media have become important and influential communication channels for our community. Blogging and other social media applications have become increasingly important arenas for the kind of engagement and communicating we encourage. Online social media enables individuals to communicate their insights, express their opinions and share information within the context of a globally distributed conversation. Each tool and medium has proper and improper uses. While the Audiology Department encourages all of its members to participate in a global conversation, it is important for members who choose to do so to understand what is appropriate, recommended, expected, and required when they discuss audiology-related topics, whether at work/school or on their own time.

The overall goal of this social media policy is to help clarify how best to enhance and protect the personal and professional reputations of our students, faculty, staff, and patients when participating in social media. It is important to keep in mind the privacy concerns inherent in using social media websites. Any information posted on them can be made public, even when information has been deleted by the user in some cases. Information can be shared with many people with just a click of the mouse. Therefore, we encourage all those participating on the sites associated with the Audiology Department to exercise caution and responsibility when using social media sites.

It is highly recommended that graduate students utilize and implement the highest privacy settings on social media sites. In today's world, it is not uncommon for parents of patients and or personnel from off campus settings to look up a potential graduate student on social media. Please make sure this is attended to prior to beginning the graduate program.

Purpose/Intent: This policy provides guidance regarding the appropriate use of the Internet and social networking websites for communication.

Summary: Inappropriate internet and social networking communication is unprofessional. If a student is found to engage in inappropriate Internet and/or social networking activities, and specifically any communication that involves patient protected health information, there will be serious consequences. Action will be taken in accordance with HIPAA Policies up to and including dismissal from the program.

The Audiology Department supports the proper use of social media and recognizes the need to manage the use of social media in the workplace to protect the reputation of the College, as well as to ensure the privacy of their staff, faculty, and patients that we serve, including patients in off-site clinical assignments and affiliated externships.

Definition of Social Media: Social Media includes but is not limited to blogs, online discussion boards, online communities, social networks, microblogs, photo and video sharing sites.

Examples include, but are not limited to Facebook, Instagram, LinkedIn, Twitter, Flickr, YouTube and online comments sections.

General Information: Students need to be cognizant that when posting content online, they are representing SJSU and the Audiology Department. All AuD students are asked to sign a CSU Photo/Video Release Form (Appendix C) upon admission to the program. Students should be aware that:

- All material published on the internet should be considered public and permanent.
- Any information posted on a social networking site may be disseminated (whether intended or not) to a larger audience, and that the post may be taken out of context or remain available in perpetuity.
- There is no expectation of privacy when using institutional computers and electronic devices.
- Students should carefully consider and implement the privacy settings on all social networking sites.
- Limit internet use for social networking to your personal time only and by utilizing your personal equipment.

Professionalism: The tone and content of all electronic conversations should remain professional and respectful. To use social media and social networking sites professionally students should:

- Refrain from posting unprofessional images or behavior that may tarnish their professional image and impair their ability to practice effectively, become licensed, and/or participate in positions of trust and responsibility within an institution or within the community.

- Never post any material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful, or embarrassing to another person or any other entity.
- Never use social media to discriminate or harass any individual based on race, color, gender, religion, national origin, disability, age, veteran status, genetic information or any other characteristic protected by state or federal law.
- Never use social media to impersonate another user or mislead a recipient about one's identity.

Protecting Privacy/Confidentiality: In any and all settings, patient privacy and confidentiality must be protected at all times, especially on social media and social networking websites.

Online communications are held to the same laws and policies as offline communications.

Privacy and confidentiality between clinician and patient are of the utmost importance. All health care providers have an obligation to maintain the privacy of health information as outlined by the Health Insurance Portability and Accountability Act (HIPAA).

Identifiable protected health information (PHI) should never be published/posted on the internet. This applies even if no one other than the patient is able to identify him/herself from the posted information. patient images should only be obtained with written consent, and then only using institutional hardware, and never using student's personal equipment. Patient images must be stored and/or transmitted only using institutional hardware, and never on personal equipment or posted online. Personal phones, personal cameras, iPads and other personal devices shall not be used to photograph, film or record patients or to receive, store or transmit individually identifiable information about patients.

The following actions are strictly forbidden and will lead to dismissal from the program.

- Any unauthorized release of patient information protected by Health Insurance Portability and Accountability Act (HIPAA) or the Family Educational Rights and Privacy Act (FERPA) including but not limited to:
 - Revealing the personal health or educational information of other persons, and this includes any identifying information including name, date of birth, age, diagnosis, gender, gender identity, race, ethnicity, contact information or clinic identity numbers, any images of the individual, or any other means through which an individual could be identified.
 - Conveying private (protected) academic information of patients seen in educational settings or those of another student in the Audiology Department, including but not limited to: course, exam, or assignment grades; narrative evaluations; adverse academic actions; professional behavior checklists or contracts; or clinical performance evaluations to any party within or outside the program.

- Any misrepresentation of role or credentials including but not limited to:
 - When posting information on social network sites, presenting themselves as an official representative or spokesperson for SJSU, the Audiology Department, or any affiliate organization.
 - Inflating or misrepresenting academic or clinical credentials in on-line or face-to- face environments.
 - Representing themselves as another person, real or fictitious, or otherwise attempting to obscure their identity as a means to circumvent the prohibitions included in this handbook.
- Any threat or implication of threat to others including, but not limited to:
 - Threatening or presenting statements that imply threats to anyone including but not limited to fellow students, faculty, peers, staff, patients, caregivers, Clinical Educators, or groups of individuals such as linguistic or cultural groups.

Interacting with Patients: To maintain appropriate professional boundaries and compliance with HIPAA:

- Students should not “friend”, “Connect with”, or “follow” patients on any social networking site or review patient’s profiles on these sites.
- It is never appropriate to provide specific professional advice to a patient on a social networking site.

Posting with Caution: Postings within social networking sites are subject to the same professionalism standards as any other personal interaction. Remember that online activities, even those that seem private, can become public if content is copied, forwarded or printed. Text, images and video can remain on the internet even after efforts have been made to remove them. Students should routinely monitor their own “internet presence” to ensure that their personal and professional information posted by them or others is accurate and professional. This includes making an effort that they are not “tagged” in images posted by others that might be seen as portraying them in an unprofessional manner. Students should ensure that they have implemented appropriate privacy settings to avoid inadvertent dissemination of personal information to others outside of their control. **Students are strongly encouraged to take a moment to reflect before every posting to a social media site to consider if the posting could potentially violate any patient privacy laws and/or the content of this policy. If there is any doubt, students should not continue with the posting.**

Additionally, the actions listed below may be considered a violation of professional conduct and will result in dismissal from the program:

- Posting or sharing of statements or photographs that imply disrespect for any person, group of persons, or identities as included in the University non- discrimination policy or its equivalent.
- Displays of information including personal photographs or photographs of others that may

reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.

- Displays of personal engagement in illegal activities including use of illegal recreational drugs.
- Posting of potentially bullying, inflammatory, discriminatory, threatening, or unflattering material on another individual's website (e.g., on the "wall" of that individual's Facebook site).

Policy Violations: Failure to comply with the provisions of this policy, as well as the HIPAA policy, will result in corrective action up to and including termination from the program.

Student Resources

1. Support Resources within the Audiology Department

The goal of the Audiology Department is to provide proactive support toward successful completion of the AuD program. Our capacity to support you relies on your willingness to let us know your concerns and needs. Often a brief conversation is all that is needed to address a question or put in place a plan. The earlier we can accomplish resolution the better!

Students are welcome to contact any member of the faculty or staff at any time and are also encouraged to access any of the following resources:

Faculty Advisor

Every graduate student is assigned a faculty advisor no later than the program orientation. Your faculty advisor is an excellent starting point to guide you through program-related concerns and/or to identify resources appropriate for your needs.

Chairperson

The Chair of the Audiology Department is available by drop in or by appointment and can guide students through appropriate steps when facing a concern as well as help identify resources appropriate for your needs.

Support for Student Conference Attendance

Graduate students **may** be eligible for funding from the Audiology Department and the College of Health and Human Sciences (subject to availability) to support attendance at professional conferences (conventions, annual meetings) under the following circumstances:

Category 1. If the student is listed in the program as an author or co-author of a presentation related to the discipline of Audiology at a professional conference, or

Category 2. A student has a strong desire to attend a professional conference related to the discipline of Audiology and can demonstrate how attendance would contribute to their learning.

Priority will be given to students in Category 1. Once funds have been allocated to students in Category 1, requests from those in Category 2 will be considered. Typically, any conference that offers Continuing Education Units (CEUs) would be considered “related” and decisions about whether other conferences are “related to the discipline of Audiology” will be made by the Department Chair.

2. SJSU Student Services and Support

SJSU provides a variety of support services for enrolled students. Some services are also available to members of students’ families.

King Library

The library system of the university offers a full range of services ranging from journal access, interlibrary loans, materials checkout, and study centers. For a list and schedule of all services, please check out <http://library.sjsu.edu/>.

Information Technology

The Information Technology Center (ITC), is your one stop for technology questions. The IT Help Desk offers face-to-face support for all computer systems (Mac or PC, desktop or laptop) and software. For contact information, hours, and services check here <https://www.sjsu.edu/it/>.

Accessible Education Center

The Accessible Education Center (AEC) at SJSU documents and coordinates educational accommodations for students with disabilities. Disabilities may be physical or learning related, and may be permanent or temporary. By policy, students who require accommodations must submit documentation to AEC. The AEC will evaluate the documentation and work with students to determine appropriate accommodations for each course. These accommodations may change over time and by course. Students are responsible for furnishing this documentation to the university through AEC. For more information go to the [AEC website](http://www.sjsu.edu/aec/) at <http://www.sjsu.edu/aec/>.

Student Wellness Center

The Student Health Center is a professional medical clinic with services provided by licensed Physicians, Nurse Practitioners, Physician Assistants, and Certified Medical Assistants. For hours, services, and information go to the [Student Wellness Center website](http://www.sjsu.edu/studenthealth/) at <http://www.sjsu.edu/studenthealth/>

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) at SJSU provides a range of services focused on the mental health needs of SJSU students. CAPS strives to support students in reaching their academic potential by focusing on intellectual, emotional, social and cultural development. More information is available on the [CAPS website](http://www.sjsu.edu/counseling/) at <http://www.sjsu.edu/counseling/>.

Office of Student and Faculty Success

The Office of Student and Faculty Success (SFS) provides support and resources, in partnership with other SJSU programs, so that graduate and professional students can think, care, create and pursue justice in our world without barriers to their academic success. The primary mission of the SFS is to facilitate student and faculty success by providing innovative and collaborative services to engage students, faculty, and staff in their academic and professional endeavors and promote life-long learning. They are always happy to answer general questions to ease your navigation of the university. Check out their [website](#).

Financial Aid and Scholarships Office

The Financial Aid and Scholarships Office is available to assist prospective and current students with all aspects of the financial aid process, and to help make a SJSU education as affordable as possible by offering a variety of academic and competitive scholarships, need-based grants, employment opportunities and loans to eligible students.

More information about financial aid and scholarships is available on their [website](#) at <http://www.sjsu.edu/faso/>.

University Police Department

The mission of [University Police Department \(UPD\)](#) is to provide a safe, secure and enjoyable environment for the SJSU community. To help keep UPD and others keep campus safe, please have your SJSU ID (Tower) card with you at all times while on campus.

UPD provides protection for the members of the SJSU community and the property of the University, along with a variety of services including:

- Safety Escort Services walk students, staff or faculty members on and off campus, for example, to your car after dark.
- Unlocking your vehicle
- Safe Ride Program provides rides to all SJSU students, faculty and staff within the specified perimeter.

UPD contact information should be entered into your cell phone for easy access should you require assistance 408-924-2222. You can also use the Blight Light phones located throughout campus.

When Should I Call UPD? If you see something happening that does not look right or someone who does not seem to belong on campus, call UPD immediately!

If you are the victim of a crime that takes place on campus, call immediately. UPD Officers will write a report and contact the local police for you.

For medical emergencies, call 911 first and have someone else call UPD immediately. UPD Officers will coordinate with local emergency services and provide them access as necessary.

Part III. Clinical Program Policies and Procedures

The clinical program is sequenced across all 11 semesters of the doctoral program. The AuD Department employs an in-house and community-based model of clinical education. The overarching goal of the clinical component of the program is to give students multiple opportunities to apply their knowledge and build clinical skills in a variety of settings.

Participation in clinical training is a required part of the curriculum and a requirement for graduation; therefore, denial by a clinical site for the student to participate in the clinical experience at that site for any reason may result in a delay of graduation or the inability to graduate from the program. The University makes no representations or warranties regarding a student's ability to complete the program or obtain licensure, certification, or other professional credentialing.

The following sections are intended to serve as a guide and reference for the clinical education of students enrolled in the AuD program at SJSU. Information is provided regarding clinical education policies and procedures as well as the performance expectations for the AuD candidates.

In addition to meeting the SJSU requirements for graduation with an AuD degree, the clinical component of this program will afford the students an opportunity to meet the requirements for California State licensure.

Optional certification by the national organizations is also attainable. The requirements vary depending on the certification the student desires.

American Board of Audiology Certification (ABA) <https://www.boardofaudiology.org/board-certified-in-audiology/>

Council for Clinical Certification in Audiology (CCC-A) <https://www.asha.org/certification/AudCertification/>

All of the above have different requirements and it is the student's responsibility to monitor their progress towards completion as well as periodically review the content of the above websites throughout their training. This is especially important for the optional certifications.

Philosophy and Goals

Supervised clinical practice is an integral part of the doctoral program in audiology. The primary goal of clinical education is to prepare future audiologists by providing opportunities to apply academic knowledge and professional skills to the evaluation and management of individuals with hearing and

balance disorders. Through sequenced clinical experiences and assignments, students will learn to:

- Analyze, synthesize and evaluate an extensive body of knowledge to develop critical thinking skills;
- Apply evidence-based practices in the selection of evaluation and treatment;
- Achieve competency in prevention, screening, diagnosis, and treatment of patients with a variety of hearing and balance disorders;
- Communicate effectively and professionally;
- Employ self-evaluation strategies that lead to development of new and improved skills; and,
- Demonstrate ethical and responsible professional conduct with varying ethnic cultures.

Through clinical education, students are provided the opportunity to further assimilate knowledge and skills necessary to practice as an audiologist in diverse educational, healthcare, industry and rehabilitation settings and to foster the spirit of life-long professional learning, commitment to service and a desire to contribute to the advancement of the profession.

In the transition from undergraduate education to professional education in a clinical doctoral program, it is important to understand that students are responsible for their own learning. Program faculty and staff are available to guide and facilitate successful completion of all clinical education, professional standards and degree requirements.

The focus in clinical education involves understanding how and why clinical decisions are made. To evolve clinically, students must actively participate by taking the initiative to gather information on their own, ask questions of the clinical faculty and preceptors and incorporate content from academic training into clinical practice.

Additionally, students should develop and refine self-evaluation skills. This requires continued reflection on strengths, proficiencies, and gaps to develop the clinical skills needed.

Students are encouraged to contact the Clinical Education faculty with concerns regarding their clinical education and with their academic advisors regarding any aspect of the graduate program.

Sequence of Clinical Education

Commencing with the first semester of the AuD program, students will be enrolled in AuD assess I (504) and AuD Clinical Practicum (509) both of which will include labs to orient you to the on-campus clinic and allow you to start seeing clinic patients. These experiences are designed to give students multiple opportunities to develop clinical competencies. The progression of clinical education experience allows students to integrate academic knowledge into clinical performance to develop critical thinking capabilities

leading to independent practice

First Year Clinical Practicum

Clinical experiences during the first year of the program take place in the SJSU Audiology Clinic. Students work with clinical faculty members to acquire an understanding of the clinical process and to master basic clinical competencies. Application of academic coursework will result in development of basic diagnostic and rehabilitative techniques.

Students will be participating in hands-on clinic experiences and will accrue clinical contact hours each semester. In addition to hands-on clinical experience, students will participate in lab segments to assist in developing execution of basic clinical skills.

Students will typically remain at the in-house clinic for three semesters. During this time, clinical faculty preceptors/educators will work closely with students providing direct instruction, modeling of clinical behaviors, suggesting resources and developing learning activities. During the time in-house, the focus will be to develop and master the *Audiology Clinical Rubric* (See [Appendix D](#)). In-house clinical instruction focuses on teaching the evidence- based rationale and processes involved in prevention, screening, evaluation and treatment. Understanding the foundations of knowledge, implementing critical thinking and verbalizing evidence-based rationale for differential diagnosis are required to develop the competency level necessary for moving to off-campus rotations in the community.

Second and Third Year Clinical Internships

Once a student has passed the first year clinical qualification exam, demonstrating consistent application of identified core clinical competencies and utilizing evidence-based differential diagnosis, he/she is eligible to participate in off-campus clinical rotations. Internships begin in the first semester (Fall) of the second year of doctoral education. Compared to the on-campus rotation, the internship rotation teaching time is significantly reduced with less intensive direct teaching and increased patient contact time. Internship rotations are generally two days per week and change every semester so that students experience a variety of different settings and services.

During Internship rotations, students are expected to readily perform basic level knowledge of clinical processes, demonstrate higher-level critical thinking using evidence- based information, and to apply information learned in academic coursework. Internship clinical preceptors/educators help students better understand the intricacies of service delivery in their setting with a diverse patient population. Each student will be required to demonstrate skills learned in the clinic through direct patient contact. Midterm and final grades will be based on preceptors' evaluation of performance, completion of weekly clinical assignments/reflections and rotation attendance/participation.

Fourth Year Externship

Clinical education culminates in an externship placement in the 4th year where students work independently with the collaborative oversight of a Clinical Preceptor to continue development of advanced clinical acumen in patient care. Options for Clinical Externships exist both locally and in various geographic areas across the country.

Clinical Externships are a 12-month, full-time position. In cooperation with the externship site, careful monitoring and reporting of student progress will continue during the three semesters of enrollment in the Clinical Externship courses (Summer of year 3 and Fall and Spring of year 4). Upon successful completion of the externship, each student will have met all academic and clinical requirements for California licensure.

The American Board of Audiology Certified (ABA) is provided by the American Academy of Audiology. This optional certification's criteria can be found at

<https://www.audiology.org/american-board-of-audiology/aba-certification/>

The Certificate of Clinical Competence in Audiology (CCC-A) is provided by the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) through ASHA. This optional certification requires a full-time experience supervised by an audiologist who holds a current CCC-A through ASHA. The SJSU Aud program verifies hours for the Doctor of Audiology degree provided by licensed preceptors. The Program does not verify whether the preceptor has a current CCC-A. Any student who wishes to apply for CCC-A certification may complete the requirements for supervision post-program and must work with a clinical preceptor who has fulfilled the credentials specified by CFCC standards.

Knowledge and Skill Competencies

Doctoral students must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve knowledge and skill outcomes in preparation for entry-level practice as described in:

- Standard 3.0A by the Council on Academic Accreditation (CAA) Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology available at:
<https://caa.asha.org/>
- Standard 22 by the Accreditation Commission for Audiology Education (ACAE) available at:
<https://acaeaccred.org/wp-content/uploads/2016/07/ACAE-Standards-5.11NEW-WEB-2.pdf>

These knowledge and skill outcomes include opportunities for students to acquire and demonstrate their learning in the nature of hearing and balance disorders and differences including etiologies, characteristics, anatomic/physiologic, acoustic, psychological, developmental, linguistic, and cultural correlates across a variety of areas in an audiologist's scope of practice as well as in interdisciplinary

teaming.

Additionally, students must acquire and demonstrate knowledge and skills in the following areas:

- Principles and methods of prevention, assessment, and intervention for individuals with hearing and balance disorders across the lifespan.
- Standards of ethical conduct, advocacy and other professional issues including licensure, certification, and credentialing.
- The interaction and interdependence of hearing and balance disorders in individuals.
- The processes used in research and the integration of research into evidence- based clinical practice.

Doctoral students must demonstrate knowledge and skill outcomes through clinical practica/internships, the 4th year clinical externship, academic coursework, simulations, and/or laboratory activities. As students progress through the program, they will be expected to have a broader base of knowledge to apply to the clinical setting, and to implement clinical strategies more independently, efficiently and effectively.

Clinical Prerequisites

Registration in classes is conditional on the completion of all admissions requirements and submission of the following documents by the first day of class. Refusal or failure to complete any of these requirements may impact a student's ability to participate in or complete the program including participating in required clinical experiences, and may result in dismissal from the program.

Technical Standards Form

All students are expected to **read and return** the Technical Standards Form ([Appendix F](#)) with a signature acknowledging that the student has read, understands, and affirms capacity to fulfill the technical standards as described.

Observation Hours

In accordance with our admissions criteria, students must submit evidence of completion of at least 20 supervised clinical observation hours in Audiology and these hours must be approved by a member of the clinical faculty.

Immunizations, Screenings, & Documentation Related to Infectious Diseases

Health care providers are at risk of exposure to, and possible transmission of, preventable diseases. Risk of communicable diseases in the workplace is due to health care providers contact with infected patients or infective material from patients. The AuD Department requires health screenings and immunizations related to protecting the health of the students and of those we serve. Additionally, affiliation agreements with clinical sites require screenings, evidence of immunizations, and training related to universal health

precautions and confidentiality/privacy requirements for health professionals.

Students are responsible for timely submission of required documentation. Documentation should be uploaded to CALIPSO, our web-based repository, in the “Compliance and Immunization Section” of the student information section, under “files”. All protected health information can be kept secure by CALIPSO, in accordance with HIPAA.

Students are required to authorize release of health screening and immunization-related information to the AuD Department. Please note, this authorization is limited to verification of health screening and immunization records only and allows the AuD Department to proceed with clinical experience placements for students in adherence with agreements with agencies and facilities. Students are notified by the Director of Clinical Education of specific site requirements prior to placement.

Medically documented evidence of delivery of immunization or blood titers for the following immunizations must be reported during the first year Fall Semester:

1. Hepatitis B (HBV) vaccine, full series and titer, or waiver. If not already completed, the series must be initiated prior to the onset of the program and completed prior to graduation, including titer.
2. Current Measles/Mumps/Rubella (MMR) vaccine. Positive Rubella Titer is required in addition to MMR vaccination.
3. Tetanus-Diphtheria-Pertussis (Tdap) or Tetanus/Diphtheria (Td)
4. Varicella (Chickenpox)
5. Influenza (Flu vaccine) If a student elects to waive this vaccination, for any reason, they must wear a mask at all times when in the clinical setting.
6. COVID vaccine(s) and boosters if applicable.

Infectious Disease Screening

Tuberculosis (TB) skin test. A negative screening test for tuberculosis (TB) is required for clinical practica. Typically, this is met by a tuberculin skin test (TST or PPD) or interferon- gamma release assay (IGRA, e.g., QuantiFERON). Note: specific sites may require evidence of negative TB screening within the previous 12 months, (The Veterans Administration (VA) requires it within 90 days of beginning placement) so this test may need to be repeated several times during the course of this program. Positive TB skin tests will require additional documentation from a medical professional who can verify that the student does not have active TB.

Students should retain a copy of their immunization records and health forms. Students should also note that clinical placement sites (and future employers) may require evidence of immunization and may require other immunizations in addition to those listed above

Liability Insurance

All students interacting with patients must carry liability insurance. This is provided by the University for all AuD students on an annual basis through Lloyds of London.

Criminal Background Check

All doctoral students in the AuD Department work with vulnerable populations in the provision of hearing and balance services and have access to confidential patient information. Therefore, the AuD Department requires you to complete a criminal background check. Changes to your status may serve as grounds for denial of enrollment in clinical practica and placement at clinical sites, removal from clinical practica and sites, or ultimately in dismissal from the program.

Findings on the criminal background check may prevent or limit some students' capacity to meet the requirements of the doctoral program and may restrict eligibility for licensure in California or in other states.

As part of the criminal background check requirements, all graduate students are required to complete a national criminal background check using the CastleBranch portal during the first semester of the program. The SJSU portal link can be found [here](#). The cost of the background check is \$54.00, paid directly through CastleBranch portal. The background check may need to be repeated on an annual basis depending on the external internship sites' requirements.

If, in the sole discretion of SJSU, the background check yields findings that could impact successful completion of the program, including access to clinical training sites, or diminish the likelihood of licensure, the Director of Clinical Education may contact the student to request an explanation. Depending on the results of the background check, the University may withdraw an offer of enrollment or dismiss a student from the program.

If the criminal background check yields positive findings during the student's enrollment in the doctoral program, the findings will be reviewed and if substantive and/or prohibitive to obtaining CA State licensure, the student will be referred for review to the Executive Committee, consisting of the Department Chair, The Director of Clinical Education and/or the Clinic Director and the student's academic advisor.

Appeals Process

After passing the initial background check, if you have been accused or arrested of a criminal offense other than a minor traffic violation, **you must notify the Chair within 72 hours of the offense**. Failure to notify the Department may result in immediate dismissal from the program. The appeals process for reinstatement in clinical courses, clinical placements, or the graduate program is as follows:

- Contact the Department Chair to discuss the offense.
- Submit the following documents to the Executive Committee (Chair, Director of Clinical Education, Academic Advisor) in one packet:
 - Arrest and court records of the offense (s), including the final disposition (s). Every page of the court records must have a court seal. If the official records are not available, you must submit a letter from the court and/or law enforcement agency on official letterhead with the court or agency seal on it stating that the record has been purged.
 - Proof of the restoration of your civil rights if they were taken away due to an offense.
 - A letter that explains the offense, the circumstances surrounding it, and how you propose to rehabilitate your reputation and standing in the profession.
 - Letters of recommendation from three people, including one from a current or most recent employer, who can endorse you as a future health provider. Letters from family members will not be accepted.
 - Present your appeal to the Executive Committee of the Department, in person, if you elect to do so. The committee will review all documents, discuss the appeal with you if you choose to be present, render a decision, and send a letter to you with the result of the appeal.

Certification And Training Requirements

Blood and Air-Borne Pathogens Exposure, Infection Control Training, OSHA Safety Guidelines, and Mandatory Reporter/Abuse/Neglect Training

Doctoral students are required to complete Blood Borne/Airborne Pathogens Exposure, Infection Control Training, OSHA Safety Guidelines, and Mandatory Reporter trainings as part of the requirements for clinical practica. Students may be required by a clinical site to complete additional on-line and/or on-site training.

Basic Life Support Certification

All students in the doctoral program are required to have current Basic Life Support (BLS) certification with Cardiopulmonary Resuscitation (CPR) and Emergency Cardiovascular Care (ECC) for healthcare providers to participate in clinical practicum. Certification is valid for two years and must be through the American Heart Association certified program. Generally, BLS for healthcare providers will fulfill the requirements for both practicum rotations and externship requirements. All BLS training should be provided by The American Heart Association (AHA). Students are responsible for the course and certification fee. A student's CPR certificate must be valid during all clinical experiences throughout the program, and the student is responsible for maintaining record of this certification. Students must also upload their certificate to the program's web-based repository Clinical Assessment of Learning, Inventory of Performance, and Streamlines Office-Operations (CALIPSO).

Confidentiality and HIPAA/Privacy Training

Information that identifies patients or patients is held in confidence by clinical professionals and this assurance of confidentiality is an essential aspect of building trust between patients and healthcare professionals. Identifiers include name, address, date of birth, phone number, email address, record number, photographs, videos, clinic identification number/s, diagnoses, and any other information that could allow someone to identify the patient.

Exceptions to confidentiality include specific written authorization from the patient to release information as well as communication between students, Clinical Educators, and other professionals managing that patient in secure locations, certain communications for treatment, payment, or healthcare operations, or when a patient is believed to be in danger (from self or to others). Students who gain access to information about patients through indirect discussion, for example in a group supervision discussion, are required to uphold the confidentiality of that patient.

The Health Insurance Portability and Accountability Act (HIPAA) was enacted by Congress in 1996. HIPAA enforces the protection of confidential information at all stages of healthcare delivery. Students will receive HIPAA and privacy training as part of the clinical practicum course in the first year fall semester, during clinical orientation and then annually for the duration of their registration as a doctoral student. It is each student's responsibility to maintain documentation of completion of HIPAA/Privacy training in Calipso.

Individual facilities have various procedures and requirements relating to the handling of patient or other confidential information. Students are expected to familiarize themselves with and abide by the facility's requirements for the handling of information. Some facilities may require additional privacy or confidentiality training before beginning fieldwork. See also "Social Media Policy".

Students will be asked to sign a Confidentiality Agreement Form ([Appendix F](#)) prior to their first clinic. Refusal to sign the agreement automatically disqualifies the student from clinical practice, and therefore, from the program.

Research Ethics Training

All students will receive training in research ethics. This information is presented during the Fall semester of the second year of the program in Research Methods (AuD 513).

Mandated Reporter Training

In California, certain individuals are mandated by law to report known or suspected child/elder abuse. These mandated reporters are listed in the Child Abuse and Neglect Reporting Act (CANRA), which contains over 40 categories. This training will be provided in the Fall of the first semester of the program.

Consent to Disclose Student Information with Clinical Sites

Students will be asked to allow the AuD Department to share information with clinical sites, such as background checks, immunization records, HIPAA training certificates, Blood Borne Pathogens certificate, BLS certification, or other information per affiliation agreements with individual clinical sites. Authorizing the AuD Department to release this information is voluntary. Students may revoke this consent at any time. Lack of consent will limit or delay clinical practica and external placements. Refusal to authorize release of information may impact a student's ability to participate in required clinical experiences and may limit the student's ability to complete the program and graduation requirements. [See Appendix G: Consent to Disclose Student Information.](#)

Clinical Program Overview

In-house clinical rotations focus on the development of Basic Clinical Skills and Core Competencies and provide students with an opportunity to work with faculty whose primary objective is to provide clinical teaching to beginning level student doctoral clinicians in the context of service delivery. The In-house Clinical Instructors help students make connections between academic learning and patient services across a range of communication and balance disorders.

Audiology Doctoral Students develop skills through participation in patient contact time with their Clinical Instructor. Students also receive intensive teaching time to provide background knowledge and build clinical skills needed in their practicum assignments while being directly supervised.

In-house clinical rotations will be conducted in the Audiology Clinic located in Sweeney Hall. The Clinic Director is responsible for the functioning and maintenance of the clinic and works in consultation with the faculty to benefit students and the community.

On campus practicum (AuD 509 Practicum in Audiology) is offered in Fall, Spring and Summer semesters and can be repeated for credit as needed.

Clinic Populations

During their program, doctoral students will have practicum experiences with patient populations across the lifespan and from culturally and linguistically diverse backgrounds, in addition to populations with various types and severities of communication, hearing and balance disorders, differences, and disabilities.

General Clinical Practica Grading Policies

The AuD department faculty has selected (CALIPSO) as the online repository for collecting, tracking, analyzing and reporting on student competencies and clinical hours. Students will be given an account in CALIPSO paid for by the Audiology Department.

A student's competency level in implementing core clinical skills must be measured at specific points in

time using the CALIPSO Performance Evaluation Form. During each semester a student is registered for a clinical practicum, a midterm and final evaluation will be completed by their clinical preceptor/educator, using the CALIPSO Performance Evaluation Form (Appendix D), completed in CALIPSO. Students are expected to show growth in each domain over the course of each semester. In cases where there are multiple clinical experiences as part of clinical practicum or internship, evaluations submitted from each experience will be considered in determining the final grade in addition to completed assignments and professionalism (including attendance/tardiness).

The use of regular evaluation of each student clinician's performance provides direct benefits to the student, including:

1. Help to make the student aware of any problem areas and provide an opportunity for the student to seek assistance from the site clinical preceptor/educator in improving these skills;
2. By reviewing evaluations completed by site clinical preceptor/educators at mid- term and final during each semester, a student who may be exhibiting difficulty with clinical practice can be identified and assisted in a proactive manner.

Students are expected to seek assistance with any difficulty or potential problem area.

To achieve a passing grade the following must be achieved. Students must pass/meet all evaluation items pertaining to attendance, adherence to the ASHA Code of Ethics

(www.asha.org/siteassets/publications/et2016-00342.pdf), AAA Code of Ethics

(<https://www.audiology.org/wp-content/uploads/2023/05/AAA-Code-of-Ethics-and-Non-Compliance-Procedures-2023-04-1.pdf>), and the Student Code of Conduct, including the professionalism items assessed at the bottom of the CALIPSO evaluation forms. Items must be scored as "Met" or "N/A" vs "Not Met" at midterm and final for every clinical placement. The cumulative average of final scores across all of the student's clinical assignments and final externship must be a B, or higher, for each skill assessed to document achievement of entry-level clinical competency and graduate from the program.

Incomplete Grades

Instructors may issue a grade of Incomplete only when the major portion of a course, practicum experience, seminar, or externship has been completed satisfactorily, but health or other emergency reasons prevent the student from finishing all requirements. In such cases the instructor and the student must discuss and complete an "incomplete contract" that includes a deadline by which all work will be completed.

Any unresolved, incomplete grade may inhibit placement in subsequent practicum courses and may result in a delay in degree completion and graduation. Repeating a practicum or placement course may result in a delay in completion of the degree.

Educational Intervention in Clinical Practicum and External Placements

Intervention is intended to ensure that students (1) master the skills or competencies at the level expected in the clinical placement, (2) fully understand what it means to behave in an ethical and professional manner, and (3) are not surprised by a substandard grade at the end of the term.

To achieve these goals: any time a clinical preceptor is concerned about a student's performance or the student's ability to carry out the clinical duties involved in that placement, the clinical preceptor is expected to bring the concerns to the attention of the student and/or the Director of Clinical Education. At a minimum, students will receive formal feedback on their performance in the practicum at midterm and at the end of the term. Such formal feedback will normally be provided both in person and in writing. Students are encouraged to discuss their performance with their clinical educators on an ongoing basis.

Formal feedback provided to students by clinical preceptors will also be communicated to the Director of Clinical Education. Other less formal feedback that has been provided to students may also be communicated to the Director of Clinical Education at the clinical preceptor's discretion.

Discussions with students may also be initiated by the preceptor for other reasons including, but not limited to, chronic tardiness, lack of preparation, frequent absences, or disruptive or other unprofessional behavior either in or out of the clinical placement. Such discussions will generally be reported to the Director of Clinical Education.

The goal of any feedback provided to students is to help the student resolve the identified concern. For example, it may allow the student to demonstrate mastery of a given clinical skill or to modify their behavior.

In cases where a preceptor's concerns are sufficient to suggest that a student may receive a failing grade (B- or lower) in the clinical placement by the end of the semester, either or both of the following may occur:

1. When time and appropriate patients permit, a skill, behavior, or practicum specific remediation plan may be initiated to help the student in achieving the necessary competencies to meet the practicum requirements;
2. The student may be referred for review to the Executive Committee.

Skill, behavior, and practicum/site-specific intervention plans will be developed by the Director of Clinical Education with input from the student and clinical preceptor. Such plans will be put in writing and entered into the student's file. The student will receive a copy of the plan and the Chair will be notified.

For clinical skill or competency-related issues, such intervention plans may include (but need not be

limited to) undertaking activities intended to allow the student to practice and demonstrate mastery of the relevant skill or competency. Such intervention plans may extend beyond the end of one practicum placement and into a subsequent placement.

Please see the Academic and Clinical Standards Policy in Part II for more information.

Appealing Final Grades in Clinical Practica

If a student disagrees with their final grade in any clinical practicum course or external placement, students must notify their course instructor of their intent to contest the grade within five (5) university business days of the grading deadline for that semester. Students must then arrange a meeting with the course instructor to discuss the grade. If a student is not satisfied with the outcome of that discussion, they may appeal the grade to the Chair of AuD Department, in writing, within five (5) university business days of meeting with the Course instructor or the Director of Clinical Education.

Outcomes of Not Passing Clinical Practica

With the exception of a student who is dismissed from the program, students who receive a grade of B- or lower in any clinical practica course will be required to complete a comparable clinical practica in the next semester with an accompanying remediation plan. A student who continues in the program must successfully complete the remediation goals and achieve a passing grade in the comparable practica the following semester. Successful completion of the remediation does not change or replace the previously earned practica grade.

Subsequent clinical assignments will be contingent on availability.

Clinical Program Policies

On Campus Clinical Practica Expectations

When participating in clinical practica, students are expected to behave in a professional manner at all times, demonstrating appropriate behavior in all interactions including those with patients, family members, staff and preceptors. Doctoral students are expected to meet professional responsibilities without being instructed directly to do so. Such behaviors include, but are not limited to, arriving early, being prepared, taking responsibility for one's own actions, completing all required tasks in a timely manner, etc.

These behaviors should be achieved by all students immediately upon entering the AuD program.

Unacceptable performance on expected professional behaviors will result in lowering of the student's grade and can result in ineligibility of future clinical practica and external placements.

It is important to remember that the welfare of our patients is just as important as a student's clinical education needs. In preparing for clinic, students must hold paramount the welfare of the patients you

serve. Thus, you must always be prepared, provide your services competently, and act professionally by demonstrating the following:

- Abide by the American Academy of Audiology (<https://www.audiology.org/wp-content/uploads/2023/05/AAA-Code-of-Ethics-and-Non-Compliance-Procedures-2023-04-1.pdf>) and the American Speech and Hearing Associations' Code of Ethics (www.asha.org/siteassets/publications/et2016-00342.pdf). Ethical violations may result in permanent dismissal from practica placement opportunities and may also subject you to dismissal from the academic program.
- Adhere to [HIPAA guidelines](https://www.hhs.gov/hipaa/index.html) (<https://www.hhs.gov/hipaa/index.html>). It is essential to protect the confidentiality of patients served at our in-house clinic and other affiliated facilities. Participation in clinic should be viewed as a privilege rather than a right.
- Maintain professional attire and demeanor at all times. Unprofessional conduct within the clinic or conduct that compromises the quality of the services provided to patients, may result in dismissal from clinical practica placements and from the academic program. All students must maintain background clearance in compliance with regulatory standards for professional practice.

Attendance

Students are expected to conduct themselves in a professional manner and be present, prepared and ready to begin all clinic experiences (not just arriving) at the scheduled time on all scheduled days.

Planned time off during the semester is generally not permitted. Aside from religious holidays and weddings, do not plan absences for days when you are committed to be in the clinic without prior approval from the Clinic Director or clinical educator. A violation may result in termination of the clinic and may affect your academic standing in the program.

The following constitute excused absences from clinic:

- Student illness (see specific COVID 19 requirements in the academic program policies section of this manual).
- A personal emergency in the student's immediate family, such as death, hospitalization, or other emergency situations. In such cases, the student must contact the Campus Clinic Director.
- Attendance at professional meetings, provided that absence has been pre- approved by the Campus Clinic Director at least one month in advance and typically prior to the start of the semester.
- Religious holiday - The Campus Clinic Director must be informed of the planned absences within the first full week of classes and/or placement, whichever comes first.

If illness or an emergency necessitates tardiness, absence, or early departure the student is responsible for

notifying their clinical educator promptly. Any discrepancy in reporting or underreporting of absences or tardiness may result in disciplinary action related to professional conduct.

Students may be expected to make up all missed days at the discretion of the Campus Clinic Director. This may include extending the practica beyond the original end date with the agreement of the clinical educator. The student is expected to take initiative in planning a make-up time for any and all absences.

If make-up opportunities are not available, the student remains subject to grading and review conditions described below.

A single unexcused absence or multiple excused absences may result in a substandard, or incomplete grade and initiate a review by the Executive Committee.

Professional Attire/Physical Presentation

Student clinicians are expected to abide by the following dress code. Students must consider their professional appearance not only when actively participating in clinical practica, but also any time they are utilizing clinic facilities. Our appearance should enhance our ability to perform our job; excesses and extremes that interfere with our safety and job function should be avoided. The dress code pertains to anytime the student is in the campus clinic seeing patients (clinical or research related).

The dress code is the minimum required and is not inclusive. This applies to on campus clinics, observation appointments, and external placements. External clinical sites may have specific requirements and students must abide by the requirements set by each site. In general, attire should be appropriate for the setting as well as the activity in which the student is involved.

The following guidelines provide the student clinician assistance in determining what is appropriate dress and appearance for the SJSU Audiology Clinic. These are not exhaustive or all-inclusive; clinical faculty will make final decisions regarding appropriate dress. You will be sent home if you fail to abide by these guidelines.

- Hairstyles, facial hair, and makeup should be conservative and in a neat appearance.
 - Color should be naturally-occurring with no distracting dye or cut patterns
- Clothing should be neat, clean, and wrinkle-free.
 - Clothing must cover shoulders, back, chest, midriff, buttocks and undergarments **at all times** regardless of body movement or position (e.g., when bending over or raising hands above your head)
 - Exposed chest or upper torso should not be visible from any angle
 - Shirt/blouse/dress shoulder straps should be at least 2-3 inches wide.

- Shirts for men must be collared.
- No t-shirts/Henley shirts
- Undergarments should never be visible (e.g., extending beyond outerwear or visible through clothing)
- Skirts should be no shorter than 3 inches above the middle of the knee cap
- No shorts
- No jeans, sweat pants/jeggings/leggings
- Clothing should be neither too tight or excessively baggy
- Clothing should not have holes/rips or distressed material
- No caps or hats of any kind. Head covering is allowed for religious purposes
- Shoes should be appropriate for a work setting, clean and in good repair
 - Closed-toed shoes are required
 - No platform shoes over four (4) inches
 - No sneakers
- Piercings are considered inappropriate for clinic attire
 - Body piercings should not be visible
- Facial and oral jewelry are not permitted
 - Ear gauges are not permitted
 - Dangling earrings or hoops larger than one inch are not permitted
- Tattoos must be concealed by appropriate clothing.
- Excessive fragrance and odors must be avoided (perfumes, colognes, cigar and cigarette smoke, and body odors).
 - Fragrances should not be worn due to possible allergic reaction of patients
- Teeth and breath must exhibit evidence of excellent oral hygiene

Standard Precautions and Infection Control

At the SJSU Audiology Clinic standard precautions will be practiced to prevent contact with blood or other potentially infectious materials to reduce the risk of occupational exposure and to protect all parties involved. Anyone working in the Clinic must adhere to the policies and procedures set forth regarding precautionary measures to be taken to minimize the risk of infectious transmissions through cross infection.

Infection Control Policies

Audio booths and hearing aid fitting rooms are not equipped with sinks; however, a sink is available in

the other areas of the clinical facilities. Waterless disinfectant for hands is available throughout the clinic, however soap and water should be utilized if hands are soiled. Germicidal disinfectant wipes will be kept in all examination rooms as well as in the hearing aid repair lab. Gloves, paper towels, and tissues are also available within the clinic. These shall be thrown in regular waste containers located in each room, which will be emptied each night.

Tools / instruments for sterilization will be placed in the appropriate container in the hearing aid repair lab. These will be sterilized on an as needed basis.

Each student clinician is responsible for cleaning test equipment and materials at the end of an appointment. Procedures are as follows:

Surface Disinfection

One of the most important steps in reducing the number of germs, and therefore the spread of disease, is the thorough cleaning and disinfection of surfaces. Surface disinfection is a two-step process. First clean with soap and water to remove gross contamination, then disinfect with a germicidal wipe (available in all examination rooms). This protocol will be used on:

1. Table tops and chairs between patients
2. Any equipment or materials handled or worn by patients
3. Toys
4. Telephones

Handling Hearing Aids and Earmolds

Hearing aids and earmolds are assumed to be contaminated and therefore should always be handled with gloved hands or with a disinfectant wipe. The following steps will be followed when receiving these items:

1. Receive the instrument/earmold in an approved disinfectant wipe or gloved hand.
2. Use an appropriate disinfectant wipe to clean the surface of the instrument.
3. A hearing aid stethoscope may be used on an instrument/earmold that has been disinfected properly. Disinfect the stethoscope prior to attaching it to another instrument. The person using the stethoscope should disinfect it after use.

Audiologic Equipment

Earphones and bone oscillators are disinfected at the end of each day or as needed between patients by the clinician. Disinfectant wipes are kept in each booth for this purpose. Specula, probe tips, and any other equipment that are single-use are to be thrown away in a waste container.

Toys

1. Nonporous, easily cleaned toys will be provided. Plush toys are not permitted.
2. The student clinician should clean with a disinfectant wipe according to the wipe instructions.
3. Gloves should be worn when cleaning toys and when handling toys known to have been exposed to bodily substances. The gloves are to be thrown in a waste container.
4. Handwashing will be completed after cleaning and disinfecting toys. (See Handwashing Section for specific procedures.)

Handwashing

Experts agree that the single most effective practice that prevents the spread of germs is proper handwashing. Handwashing should be completed upon arrival at work, before and after contact with patients, after handling or preparing food, after using the toilet or changing a diaper, after removing gloves, and before going home. If hands come in contact with blood or body fluids, they should be immediately washed with soap and water. Hands should also be washed after sneezing, coughing, or wiping a nose. Follow the basic handwashing technique:

- Remove all rings and put them in a safe place while washing hands;
- Using a liquid antibacterial soap, lather your hands. Vigorously scrub the palms, backs of the hands, wrists and forearms under running water. Also clean under the fingernails and between the fingers;
- Thoroughly rinse the hands under running water.
- Thoroughly dry hands by blotting with a paper or disposable towel to help eliminate germs.
- Since faucets are considered contaminated, turn faucets off with the paper towel used for drying hands and use the paper towel to open up any public doors.

In the event that the student clinician cannot access soap and water, a waterless hand disinfectant is available in each examination room for cleaning hands. Waterless hand disinfectants can be used if the hands are not visibly soiled, before direct patient contact, after contact with the patient's intact skin, and after removing gloves. Choose alcohol hand cleaners containing 70-95% isopropyl, ethanol, or n-propanol and 1-3% glycerol or other emollients. The waterless hand disinfectants are flammable liquids, so they should be handled with reasonable care. When using the waterless hand disinfectants, the clinician should use the following guidelines:

- Apply approximately 3cc of product to palm of one hand
- Rub hands together
- Cover all surfaces of hands and fingers
- Rub until hands are dry

Gloves

Gloves should be worn when contact with blood, body fluids containing visible blood, mucous membranes, or non-intact skin of patients. Gloves should be worn on the hand(s) that will come in contact with the blood or body fluid containing visible blood, or for handling items or surfaces soiled with blood or body fluids.

The student clinician should change gloves after contact with each patient. Care should be taken so that the clinician does not touch the contaminated portion of the glove. To remove gloves safely use the following procedure:

- Peel off one glove from the wrist to the fingertip;
- Grasp it in the gloved hand;
- Using the bare hand, peel off the second glove from the inside, tucking the first glove inside the second glove as it is removed.
- Wash hands after gloves are removed.
- Contaminated gloves are usually thrown away in a regular waste container.

Airborne pathogens:

Masks, eye protection and face shields should be used to protect the clinician's nose, eyes and mouth from splashes and/or sprays of potentially infectious materials from airborne contamination. Protective apparel should be used when the patient has a known or suspected airborne infection or if there is a health alert that requires use of masks and/or face shields/eye protection.

Supervision During In-House Practica

Students in clinical practicum courses are to be supervised by faculty members that are licensed in California. Students conducting research and seeing patients in the on Campus clinic should also have faculty present during the session. All student contact with patients will be 100% supervised and the Campus Clinic Director, clinical preceptor and/or research advisor is to be on-site at all times a student is working with a clinic or with a research patient.

Off-Site Clinical Internship Education

Preparation for off-site clinical internships will begin the first week of the AuD Program and will work towards clinical readiness and independence. Internships are targeted to begin in the fall semester of year two based on passing the clinical qualification exam at the end of the Spring semester, first year and the individual student's rate of progress.

To be eligible for off-campus Clinical Internships, a student should:

1. Pass the clinical qualification exam at the end of the 1st year Spring semester.

2. Successfully complete all of the academic classes in the fall, spring and summer semesters of year one in the program.
3. Not be on remediation for clinic practicum in the current semester.

The AuD program offers a wide variety of settings where students participate in clinical internship rotations. Opportunities are available to work in settings such as academic medical institutions, acute care hospitals, pediatric hospitals, early intervention programs, and ENT and Audiology private practices. Students will have opportunities to develop clinical and professional skills drawn from entities with affiliation agreements with the SJSU AuD Department.

Supervision in off-site placements will vary according to the students' clinical acumen. It should be noted that in community settings (e.g., hospitals) 100% supervision of all student contact with patients may be required by the facility or by insurance providers regardless of the students abilities.

Placement of Students in Internships

Students are encouraged to indicate areas of interest and to monitor the breadth and depth of their clinical experiences. While efforts are made to accommodate students' specific interests, ultimately, the Director of Clinical Education determines placement sites for each student, and no student is guaranteed experience in any specific setting type. Furthermore, every effort will be made to place students in close proximity to SJSU (within a 60 mile radius), however students must be prepared to encounter commute times of up to 120 minutes or more one way due to the Bay Area commute traffic and specialty site locations. As possible, internships for students who rely solely on public transportation will be arranged at sites that are accessible by Caltrain (Commuter rail line serving Santa Clara Valley and the San Francisco Peninsula) and or by BART (Bay Area Rapid Transit) but may require extended commute times including walking. Students who do not have access to a vehicle may be limited in the types of settings and the specific sites available for participation in clinical internships.

The Director of Clinical Education manages external placements for all students in the program. Based on the overall level of interest in a particular clinical site as well as the resources available at that site for any given semester, individual requests cannot always be met. Attempts are made to meet the students' requests as often as possible.

The Director of Clinical Education must always arrange new clinical internships. Students will not receive credit, nor count the contact time or skills towards requirements for practicum hours obtained under the direction of a non-approved clinical preceptor.

Accreditation guidelines state that students may not make their own arrangements for practical assignments or clinical experiences. All external sites require an affiliation agreement between the

University and the learning site.

Withdrawal from Clinic

If a student deems it necessary to officially drop a placement site from his or her academic load, the Director of Clinical Education and the Faculty Advisor must be notified in writing of the decision *before* permission is approved. Dropping a clinic would be a rare occurrence based upon health problems or extremely unusual circumstances. Registering for a clinic requires a professional commitment to their potential patients on behalf of the student.

Requesting Clinical Internships

Students can request preferences for off campus placements during the 1:1 meetings with the Director of Clinical Education prior to the beginning of the semester. Students are not permitted to contact potential clinical educators regarding clinical placements without the express consent of the Director of Clinical Education, and any unapproved contact may result in disciplinary action. While student interests and place of residence will be taken into consideration, placements are predominantly based on achieving the breadth of experience required to meet the educational goals for each student including exposure to culturally and linguistically diverse populations.

Efforts are made to notify students of their assignments in a timely fashion. Students should be prepared to begin at any time during the designated program semester dates. At times, there may be limited notice provided of off campus placement start dates.

Internship Sites

Written agreements are obtained prior to placing students at a facility. As schedules permit, annual site visits are scheduled for each local facility where students are placed, to observe student performance and conference with a site supervisor. A student is carefully matched with sites and supervisors primarily based on the student's other experiences to ensure they have a variety of experiences.

Internship Site Onboarding

Most sites will have specific requirements regarding bringing a student onboard for the rotation. Depending on the facility, there may be extensive safety, IT, HIPAA and confidentiality training as well as background checks and drug screens. ***The student will be given a due date, upon the notification of clinical rotation, to complete all of the onboarding requirements. Failure to complete these requirements may result in the internship being canceled.***

If a recent drug screening and/or background check is required, the Director of Clinical Education will determine if an attestation is permissible for the learning site or if the student should complete that requirement IMMEDIATELY. Results from the testing/screening usually can take up to 14 business days to be returned. If the drug screen results are not ***returned to the***

student and uploaded into Calipso, the clinical rotation may be canceled. This will result in the student having to delay the placement by one semester and may result in additional tuition and fees.

Student Coordination with Clinical Site

The Director of Clinical Education will reach out to the clinical preceptor/educator via email to introduce the student for that semester. Once all onboarding requirements are completed and submitted, the student will email the preceptor and verify there are not any additional requirements the preceptor needs completed. The Director of Clinical Education will be cc'd on this email.

Attendance at Placement Site

As in the on-campus clinic, students are expected to conduct themselves in a professional manner and be present, prepared and arrive at their placement at the predetermined time.

Planned time off during the semester is generally not permitted. Aside from religious holidays, do not plan absences for days when you are committed to be at your off-campus placement without prior approval from your clinical preceptor and the Director of Clinical Education. A violation may result in termination of the placement and may affect your academic standing in the program.

The following constitute excused absences from clinic:

- Students must notify the off-site preceptor and copy the Director of Clinical Education before 8AM on your assigned placement day. Students should not return to their clinical placement until feeling well and without fever for 24 hours due to the vulnerable nature of many of the off site patient populations. If not aware, please ask about and follow any and all health requirements of your placement.
- A personal emergency in the student's immediate family, such as death, hospitalization, or other emergency situations. In such cases, the student must contact their preceptor and cc or notify the Director of Clinical Education..
- Attendance at professional meetings is only permitted, provided that absence has been pre-approved by the external preceptor and the Director of Clinical Education at least one month in advance and typically prior to the start of the semester.
- Religious holidays - The external preceptor and the Director of Clinical Education must be informed of the planned absences within the first full week of placement.
- SJSU Campus holidays - If the SJSU holiday falls on an internship day and it is not observed by the clinical setting, the student is expected to attend their placement, unless pre-approved by the external preceptor.

If illness or an emergency necessitates tardiness, absence, or early departure the student is responsible for

notifying their preceptor and the Director of Clinical Education promptly. Any discrepancy in reporting or underreporting of absences or tardiness may result in disciplinary action related to professional conduct.

The student is expected to take initiative in planning a make-up time for any and all absences. The ability to make up any absences is at the discretion of the clinical preceptor. Scheduling permitting the student can attend on a non scheduled day as long as didactic classes are not missed.

If make-up opportunities are not available, the student remains subject to grading and review conditions described below.

A single unexcused absence or multiple excused absences may result in a substandard, or incomplete grade and initiate a review by the Executive Committee.

Off Campus Preceptors

The off-campus clinical preceptor is an extension of the San José State University's AuD program. The off-campus clinical preceptor is expected to provide the doctoral student with opportunities to meet graduation and licensing requirements in the State of California.

The following are expectations of the site clinical preceptor/educator to assist the student in meeting these certification standards:

- Support and guide students' development by emphasizing critical thinking and problem solving, and by encouraging increasing levels of independence as students apply and expand their knowledge
- Engage in active teaching through practicum-specific expectations, treatment demonstration, observation opportunities and individual meetings.
- Teach the interview, assessment, treatment and counseling processes in a sequential manner
- Provide clear, up-to-date expectations for the student clinicians
- Ensure equitable consideration through the grading process
- Ensure students that you have current information and skills, as well as maintain appropriate state license
- Maintain a diverse patient base in both clinic and community settings
- Meet on a regular basis with their intern to discuss their performance and progress.
- Provide a midterm and final evaluation of the student's performance.
- Discuss with the student, both midterm and final grade reports. The midterm evaluation allows the site supervisor and the student to develop plans for improving skills and performance. It also provides a mechanism to communicate student's performance with the Director of Clinical Education.

If there are significant concerns at midterm, that is a time to communicate with the Director of Clinical Education so a development plan can be implemented. During Fall and Spring semesters, Midterms are due during the 7th week and final is due at the end of the experience. During the 10 week Summer semester Midterms occur at week 5 and a final evaluation at the end of the placement.

The Director of Clinical Education will be in contact at least 2 times during the off-campus placement period either through a personal visit, phone call, or email. This number may vary depending on needs of the off-site facility. If a student is having difficulty in the placement early on, the site clinical preceptor/educator should notify the Director of Clinical Education to determine steps to take regarding the student.

Clinical Externship/4th Year Placement

Eligibility for Externship Experiences

The Externship is a 12-month position that starts in the Summer semester of your third year, usually by June 1 or later. The Director of Clinical Education oversees all AuD externship arrangements and identifies a site mutually agreed upon with the student and the clinical site/preceptor. Externship sites may be located locally in the Bay Area, within California, or possibly in another state. Most externship sites require an on-site interview and some sites do not have an associated compensation package. Students should keep this in mind when deciding where to apply.

To be eligible for the fourth year externship, a student should:

1. Complete all academic and clinical requirements through year three.
2. Successfully complete/pass the Year 3 doctoral research project, presentation and defense.
3. Not be involved in a current remediation

Required Professional Experience (RPE) Trainee License

The State of California requires all Externs to have a trainee license, known as a Required Professional Experience (RPE) License. The externship can only start after the student receives the appropriate licensure for the state in which the externship is taking place. It is the responsibility of the student to apply for the temporary/training license in California or as appropriate in the state of the externship. The RPE license in California requires a 12-month experience. Any RPE verification that is submitted to the Speech, Language Pathology, Audiology and Hearing Aid Dispensers Board (SLPAHADB) prior to the 12- month date will be returned to the student. The State Licensing Board requires 8 hours of at-the-elbow supervision per month during the RPE 12 month term.

It is highly recommended that all documents sent to the licensing board are photocopied for your records (including checks) and that the documents are sent with a signature required for receipt if not using the

electronic submission process now provided by the State Licensing Board.

Externship Site Information

For a list of all currently established placements that have existing student agreements with the SJSU Department of Audiology, refer to the CALIPSO system's clinical site directory.

Students are encouraged to consult the American Academy of Audiology Registry of Clinical Extern sites, HearCareers, for ideas regarding possible options around the country:

[https://hearcareers.audiology.org/jobs/search?filter=\(level%3Aexternship\)](https://hearcareers.audiology.org/jobs/search?filter=(level%3Aexternship))

Other available externships can be found on the Audiology Clinical Education Network website:

<https://audclined.net/>

The Director of Clinical Education will also post an annual spreadsheet with known available externship sites on the SJSU shared drive after the externship lecture which occurs during the Spring Semester of Year 2.

Externships Outside of California

If a student is interested in an out of state externship site they must email the State of interest to the Director of Clinical Education in June of Year 2. Not all states allow California students to be placed in their state as California is not a member of the consortium governed by the NC-SARA agreement which establishes interstate post secondary educational standards.

Establishing New Externship Sites

If a student is interested in establishing a new externship affiliation, the student may contact the site to verify if an externship placement is available. The student should email the Director of Clinical Education with their request and site contact information. Once the request has been made the Director of Clinical Education will contact the new site.

Ensure adequate time for the Director of Clinical Education to establish contact and conduct a pre-application interview of the requested site. During this interview, the Director of Clinical Education will determine if the requested site includes the threshold requirements to be considered for an externship site (evaluate level of interest, determine the ability for supervision, ability to send a student to that state, clinical services provided, protocols, etc.). ***The pre-application screening call does not indicate that the site is appropriate for an externship placement. It is merely a pre-screen to determine if a student may apply.***

Externship Site Requirements

Externship sites are the final year immersion experience for students. As such, the experience should be a well-rounded practice that includes breadth and depth of the scope of Audiology. All sites are expected to provide diagnostic evaluations on a variety of patients. To qualify for an externship placement, the site must also provide additional specialty areas and must also include probe mic measures as part of the *standard fitting protocol*. Sites that do not meet this requirement may qualify as a clinical internship placement or may be considered a part-time externship site, but are unable to be considered for a full-time externship experience.

Applying for Externship Placements

During the spring of year two, students should request to meet with the Director of Clinical Education to commence the application process. Students should prepare to have the externship applications ready to send out by the end of the Summer semester in Year 2.

Many of the sites are following the ACEN national timeline that is updated annually and can be found on their website, along with available externships that are following that timeline as discussed above. Some sites have deadlines in mid-August or earlier and it is the student's responsibility to be mindful of those dates.

After review by the SJSU career center (process will be reviewed in the Clinical Rotation Audiology II (AuD 510b in Spring Y2) and Professional Issues IV (Summer Y2) and students can send a copy of their resume and cover letter template to the Director of Clinical Education for review and feedback.

The student and the Director of Clinical Education will meet to review the documents, discuss the externship list and identify preceptors/faculty for letters of recommendation. After this meeting the student may send out the externship applications.

Once the applications have been sent, the student should follow-up with the site regarding the status of the application and next steps. Students should be mindful of the application deadlines and have the ability to ask a site what the anticipated timeline for extending offers may be if they are not following the ACEN guidelines which are disseminated by the Director of Clinical Education at the beginning of Summer semester Year 2.

When scheduling fourth year externship interviews, students should be mindful of their third year internship schedule and commitments.

If there is no active agreement in place, upon receiving an offer that the student would like to accept, he/she must immediately contact the Director of Clinical Education. At that time the Director of Clinical Education will contact the site and schedule a meeting with the site to discuss establishing an affiliation agreement, credentialing of the preceptors who will be involved, etc.

Students are not allowed to accept the externship offer until an agreement is in place and the Director of Clinical Education has fully vetted the site and licensure requirements.

Once the student has accepted an externship offer, he/she must inform all remaining sites of the need to remove their application from consideration.

Registration and Grade Assignments for Externships

During the externship year, all students will register for the Clinical Externship in Audiology class (AuD 526a), Clinical Externship in Audiology (AuD 526b) and Clinical Externship in Audiology (AuD 526c) during the summer (Year 3), fall, and spring semesters of their fourth year.

A student must earn a grade of B or higher in the externship practicum course (AuD 526) for three semesters. A grade of B- or lower means that the student cannot count the hours of that semester for program requirements or California audiology licensure. Progress in the program may be delayed with any grade of B- or lower, and the student will be required to complete an additional semester of an externship. The additional semester may not be at the original externship site, may be without compensation, and will require the student to pay tuition and any associated fees.

Licensure Requirements

RPE Verification Form

If the extern has completed the experience in the state of California, the student and the preceptor must complete the RPE Verification Form and submit it to the Speech-Language Hearing, Audiology and Hearing Aid Dispensing Board (SLPAHADB) within 10 days of completing the externship. The document must be original and contain original wet signatures. Scanned, photocopied and electronic signatures will not be accepted. The Board will need this document to process the permanent audiology license.

If the student has previously obtained the California HAD license, make a note on the top of the form that you already have passed the State hearing aid dispensing practical exam or have obtained a dispensing license and include the license number. This will alert the SLPAHADB that you should have a *dispensing audiology* license (DAU).

California requires a 12-month externship. If the student signs and sends the document early, the Board will send it back until the end of the 12 month externship. It is highly recommended that all documents sent to the licensing board are photocopied for your records (including checks) and that the documents are sent with a signature required for receipt.

Official Transcript

In order to process the application for full licensure in California, the SLPAHADB will need an official transcript with the degree conferred mailed directly from the University. The Board does not accept

electronic transcripts.

Previously the SLPAHADB would process an audiology license with an official transcript from the last semester of registration (e.g., spring semester Y4) and a letter of completion/degree verification from the university. As of Spring 2025 the Board is not accepting this process to issue a permanent license to practice.

Students should order an official final transcript the final spring semester (if in California) that includes the degree that has been conferred.

Any transcript questions should be directed to the Office of the Registrar: <http://www.sjsu.edu/transcripts>

Praxis Examination

Students are responsible for signing up to take the National Examination in Audiology (Praxis). The exam can be completed and submitted to the SLPAHADB anytime starting in year three of the program or during the RPE year. The Praxis report must be sent directly to the Board (Reporting Code R8544) and is required in order to obtain a license in the State of California. The minimum passing score is 162 for Audiologists. This is also reviewed in the Aud 510 courses starting in Y3.

There are a number of testing windows from mid-September to July. Should a student decide to take the Praxis exam before starting the externship, mindfulness should be taken to schedule outside of class and clinic times.

It is not allowable for students to miss class or clinic in order to attend a Praxis exam. It will be counted as an unexcused absence and any assignments, tests, quizzes given in class that day will receive “no credit.”

Registration for the Praxis exam can be found at www.ets.org/praxis.

Letter of Completion

If the student plans to be employed in the state of California after completion of all program requirements, but before the degree is officially posted, the student may request a Letter of Completion for the licensing board. A Letter of Completion from the university states that all program requirements have been fulfilled and the degree will be conferred at the end of the semester. Letters will only be sent to the licensing board or official entity, not to the student. Although this process was not accepted in 2025, the process is listed below in the event that SLPAHADB should approve in the future.

Information that must be received to process a Letter of Completion:

1. Externship Finalization document – signed by the student and preceptor and emailed to the Department Chair with a copy to the Director of Clinical Education on the last day of the externship or once the RPE completion form is signed..
2. Written request for a letter of completion must include the address in which the letter is to be sent. Any written request without including an address will not be honored.
3. Students should leave ten business days for the request to be processed.
4. If the student is applying for licensure in a state other than California, the student must contact the licensing board of that state to enquire whether a Letter of Completion will be accepted. The state may or may not accept a Letter of Completion from SJSU. If the licensing board of the respective state determines they will not accept the letter, then the student must wait for the end of the semester and request an official transcript with the degree listed.

APPENDICES

Appendix A. Program Road Map

Appendix B. Oral Defense Rubric

Appendix C. Photo Release Form

Appendix D. Audiology Clinical Performance Evaluation

Appendix E. Technical Standards Form

Appendix F. Confidentiality Agreement Form

Appendix G. Consent to Disclose Student Information Form

Appendix A: Program Road Map

Link: [2025 - 2029 Curriculum Roadmap](#)

Appendix B: Oral Defense Rubric

AuD Rating Form College of Health and Human Sciences

Student Name: _____

Date: _____

Faculty Name: _____

	Integration of Basic Science and Clinical Knowledge	Organization of Knowledge	Responses to Questions	Oral/Written Communication Skills
4 Exceeded Expectations	Responses to questions show integration of basic science from coursework and clinical application.	Responses contain distinct units of thought coherently arranged; occasional weakness in transitions between thoughts and logical flow.	Responses to questions are accurate but overly general; analyses go beyond the obvious.	Some mechanical difficulties; occasional problematic word choices or awkward syntax errors; occasional grammar errors; some wordiness; otherwise professional
3 Met Expectations	Responses to questions show some integration of science coursework and clinical application.	Responses are uneven; sometimes effective, but others are brief, weakly unified, or undeveloped; some awkward or missing transitions between thoughts.	Responses to questions are mostly correct but do include some factual, interpretive, or conceptual errors, or are overly general. Requires minimal guidance from the faculty.	Occasional major grammar errors (e.g., agreement, tense); frequent minor grammar errors (e.g., prepositions, articles); awkward syntax; wordiness.
2 Below expectations	Responses to questions show marginal integration of science coursework and little clinical application.	Repetitive, wanders. Needs guidance from faculty to answer the question.	Responses to questions are vague or irrelevant (address unrelated topics). Requires significant guidance from faculty to answer correctly.	Frequent major and minor grammar problems; wordiness; awkward syntax; repetitive sentence patterns; problems impede meaning; lacks professionalism in presentation.
1 Unacceptable	Responses to question show no integration of science coursework and little to no clinical application.	Responses are arbitrary or not structured, illogical or not coherent.	No discernible response or incorrect responses to most questions.	Numerous grammatical errors and stylistic problems; errors in every sentence.; unprofessional presentation

Scoring				
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Appendix C: Photo Release Form

Link: [CSU Photo Release Form](#)

Appendix D: Audiology Clinical Performance Evaluation

Link to sample: [Performance Evaluation](#)

Appendix E: Technical Standards

Link to document: [!\[\]\(c2628367a5f70c7f18c54368794fddcf_img.jpg\) 2023 12-21 Technical Standards AUD SJSU](#)

Please sign this document upon receipt and reading of the technical standards:
[Acknowledgement Form](#)

You can return the form to the Administrative Support Coordinator, [Madeline Bissell](#).

Appendix F: Confidentiality Agreement

Link:  [AuD Confidentiality.pdf](#)

Please sign and return the form to the Administrative Support Coordinator,
Madeline Bissell .

Appendix G: Consent to Disclose Student Information to Clinical Sites

Link: [!\[\]\(751a945c4a87dbb607fedd95fb16fe91_img.jpg\) AUD Consent to Disclose Information](#)

Please sign and return the form to the Administrative Support Coordinator [Madeline Bissell](#)

