

# **Doctor of Audiology (Au.D.)**

## **Student Handbook**

# Version History

Major content-based changes from v.2022-2023 to v.2023-2024

1. Combination of “Graduate Student Handbook” and “Clinical Education Handbook”
2. Updates on San Francisco Campus information, including department faculty and staff contact information and dress code.
3. Updates on academic, clinical and student conduct policies.
4. Updates on program purpose, vision and mission
5. Updates on attendance policies
6. Updates on appeals procedures
7. Updates on clinical education requirements, including semester hour requirement.

## Contents

Section I: Introduction to the School of Health Sciences Doctor of Audiology (Au.D.) Program at University of the Pacific .....	6
The Student Handbook .....	6
University of the Pacific .....	6
Non-Discrimination Policy .....	7
Diversity and Equal Opportunity Policy .....	7
School of Health Sciences (SHS).....	8
Department of Audiology .....	8
Vision and Mission of the Program.....	8
Audiology Department Faculty and Staff .....	9
SF Campus Information and Access.....	10
Safety and Emergency Procedures .....	10
Student Support Resources .....	12
Parking and Transportation .....	14
Section II: The Doctor of Audiology (Au.D.) Program .....	15
Student Advising .....	15
Curriculum .....	15
Coursework .....	16
Student Learning Assessment and Evaluation.....	20
Core Clinical Skills .....	21
Quick Reference Guide .....	21
Clinical Qualification Exams .....	21
Doctor of Audiology Degree Candidacy Exams .....	21
Program Regulations .....	22
Academic Grade Requirement and Remediation .....	22
Academic Probation.....	22
Dismissal .....	22
Clinical Competency Requirement and Remediation.....	23
Student Code of Conduct Requirements .....	24
Student Review Committee .....	28
Grievance .....	29
Voluntary Leave of Absence .....	29
Withdrawal .....	29
Section III: Clinical Education.....	30
Background, Guidelines and Expectations .....	30

Philosophy of Clinical Education .....	30
Student Role in Clinical Education .....	30
Technical Standards .....	31
Professional Protocol for Clinical Practice .....	31
Clinical Administration, Measurement & Tracking System .....	32
Minimum Hours Requirements for AuD Clinical Training .....	34
Professional Outreach and Volunteerism .....	35
Clinical Performance .....	36
Prerequisites for Clinical Experience .....	37
Communication Competency .....	37
Professional Liability Insurance .....	37
Medical Insurance Coverage.....	37
Medical Clearances and Drug Screenings.....	38
Immunizations and Basic Life Support.....	38
Training and Certifications.....	39
On-Campus Clinical Practicum.....	39
Approach to Practicum Teaching.....	39
On-Campus Practicum courses.....	40
Core Clinical Competencies .....	40
Clinical Internship .....	41
Eligibility for Clinical Internship Experiences .....	41
Clinical Internship Placement Procedures .....	41
Onboarding and Coordination with Internship Site .....	42
Walk-In and Administrative Rotation .....	43
Clinical Externship.....	43
Eligibility for Externship Experiences.....	43
Finding and Establishing Externship Sites.....	44
Applying for Externship Placements.....	45
Registration and Grade Assignments for Externships .....	46
Fulfillment of the Externship .....	46
Program Requirements.....	46
Licensure Requirements .....	47
Letter of Completion.....	48
Section IV: Appendices .....	49
Appendix A: Advising Documents.....	50
Appendix B: Current Doctoral Student Handbook Curriculum Schedule.....	51

Appendix C: Academic Complaints to the Program’s Accreditation Bodies: ACAE and CAA ..... 53  
    Accreditation Commission for Audiology Education (ACAE) ..... 53  
    Council on Academic Accreditation (CAA) ..... 53  
Appendix D: Technical Standards ..... 55  
Appendix E: Learning Contract ..... 59  
Appendix F: Section 32 in School of Health Sciences Student Policies and Procedures ..... 62  
Appendix G: Section 33 in School of Health Sciences Student Policies and Procedures ..... 66  
Appendix H: Acknowledgement ..... 70

# **Section I: Introduction to the School of Health Sciences Doctor of Audiology (Au.D.) Program at University of the Pacific**

## **The Student Handbook**

This handbook is the primary resource for students enrolled in the School of Health Sciences Doctor of Audiology Program at University of the Pacific. It provides department information, grading criteria, measurement of satisfactory academic progress, graduation requirements, attendance policy, information regarding credentialing requirements, and other related matters.

Section I contains information about the University, School, Program, and San Francisco Campus. Section II details program expectations and includes information about didactic coursework, comprehensive exams, student conduct requirements, probation, dismissal and other related policies. Section III provides expectations and information about clinical education policies and procedures.

All policies, guidelines, and forms presented in this manual are subject to modification during your enrollment in the program. Students will be notified in the event of any such modifications. If you have any questions or concerns about the information contained in this handbook, please contact your faculty Advisor and the Department Chair/Program Director.

*All students must read this handbook, sign the Doctor of Audiology Handbook Statement, and submit it to Canvas, or the Audiology Program Office, 155 5<sup>th</sup> Street, San Francisco, CA 94103*

## **University of the Pacific**

University of the Pacific's mission is to provide a superior, student-centered learning experience integrating liberal arts and professional education and preparing individuals for lasting achievement and responsible leadership in their careers and communities.

It holds the distinction of being the oldest university in California, founded on July 10, 1851, by Methodist pioneers. Initially located in Santa Clara, the University of the Pacific first relocated to San Jose and then to Stockton in 1924. Under the visionary leadership of President Robert Burns, the University of the Pacific acquired the College of Physicians and Surgeons, a school of dentistry located in San Francisco, in 1962. Subsequently, in 1966, the University of the Pacific acquired the McGeorge School of Law in Sacramento, transforming it into a three-city university campus. The next two Presidents, Donald V. DeRosa and Pamela Eibeck, continued the legacy of community outreach and significantly expanded programs at all three campuses.

In 2014, President Eibeck and Dean Nader Nadershahi moved the School of Dentistry to the current San Francisco Campus at 155 5th Street and inaugurated the University of the Pacific Center which houses within the SF Campus. In 2015, Drs. Bob Hanyak and Rupa Balachandra founded the Department of Audiology and housed it within the University of the Pacific Center. Today, the University of the Pacific Center houses three programs: Audiology, Music Therapy and Data Sciences

The current president, Christopher Callahan, provides leadership for nine schools and colleges, overseeing over 400 faculty members, 6,000 students, and conferring 1,840 degrees to new graduates in 2022. His vision for Pacific is to be the best comprehensive independent university in the nation by 2029.

The University of the Pacific has a rich tradition that is deeply ingrained on all three campuses. The tiger mascot was originally adopted in 1908 due to the orange and black striped school rugby uniform. The current Powercat mascot made its debut in 1999 and has become an integral part of the Pacific family. It enjoys popularity among students, staff, faculty, and alumni.

Our alma mater, Pacific Hail!, was written by a Pacific Alumna, Winston '58, and is affectionately known as the "Tiger Fight Song".

Pacific Hail!  
From o'er the rugged mountains standing high;  
From out the broad low valleys, 'neath the sky;  
Our alma mater calls, We cannot fail,  
Our voices blend in praise, Pacific Hail! Pacific Hail!

Long may her flaming torch give out its light;  
Long may her spirit guide us in the right;  
To her we pledge our hearts, We dare not fail;  
To her we raise our song,  
Pacific Hail! Pacific Hail!

## **Non-Discrimination Policy**

The University does not discriminate on the basis of race, gender, sexual orientation, national origin, ancestry, color, religion, religious creed, age, marital status, cancer-related or genetic-related medical conditions, disability, citizenship status, military service status, and any other status protected by law.

In accordance with the above University policy and in compliance with all applicable laws, all educational services will be provided and all employment decisions (including recruitment, training, compensation, benefits, employee relations, promotions, terminations) will be made without regard to the individual's status protected by law.

To the extent provided by law the University will reasonably accommodate qualified individuals with disabilities which meet the legal standards for documentation, whenever the individual is otherwise qualified to safely perform all essential functions of the position.

Effective Date  
October 2014  
Review Date

## **Diversity and Equal Opportunity Policy**

University of the Pacific does not discriminate on the basis of race, national origin, ancestry, color, religion, religious, creed, age (except for minors or for bona fide occupational qualification), marital status, gender, gender identity, gender expression, genetic information, sexual orientation, sex (including pregnancy, childbirth, breastfeeding and related medical conditions), medical condition (including cancer/genetic characteristics or AIDS/HIV status), disability, citizenship status, military service status, and any other status protected by law.

In compliance with all applicable laws, all educational services will be provided and all employment decisions will be made (including retirement, training, compensation, benefits, employee relations, promotions, and termination) without regard to the individual's status protected by law. The University will engage in an interactive process to evaluate reasonable accommodations for qualified individuals who are able to safely perform all the essential functions of their position with or without reasonable accommodations.

Effective Date  
October 2014

## **School of Health Sciences (SHS)**

In 2020, Provost Maria Pallavicini, along with founding Dean Nicoleta Bugnariu, formed the School of Health Sciences (SHS). The SHS headquarters reside on the Sacramento campus, housing the departments of Clinical Nutrition, Nursing, Occupational Therapy, and Physician Assistant programs. Our yearly school celebration, SHS Day, is hosted there. On the Stockton campus, you'll find the departments of Athletic Training, Physical Therapy, and Speech-Language Pathology. The Audiology department is housed on the San Francisco campus, making SHS the only school at Pacific to span all three campuses.

SHS's mission is to empower, engage, and prepare all graduates to be transformative professionals and socially conscious leaders through education, reflection, scholarship, and service. SHS is the fastest-growing school at University of the Pacific, continuously pushing the boundaries of education, technology, and innovation into the future of healthcare.

<https://healthsciences.pacific.edu/healthsciences>

## **Department of Audiology**

The Doctor of Audiology (Au.D.) program was established in 201. Under the leadership of inaugural Chair Bob Hanyak and Program Director Rupa Balachandran, it earned the distinction of being Northern California's first accredited Au.D. program. The program's administrative and educational activities are located in the University of the Pacific Center on the San Francisco Campus, complemented by two Hearing and Balance Centers on the San Francisco and Stockton Campuses.

Originally, the Audiology program was part of the Department of Speech-Language Pathology and Audiology within the Thomas J. Long School of Pharmacy and Health Sciences. However, in 2017, it transitioned into an independent department, separate from Speech-Language Pathology. Furthermore, in 2020, Audiology was among the inaugural programs that constituted the School of Health Sciences.

## **Vision and Mission of the Program**



We envision a world of sound for all, where audiological care is accessible, enabling optimal communication and an improved quality of life for individuals with hearing and balance disorders.

Our mission is to empower aspiring audiologists to achieve the highest quality of education through an accelerated program that emphasizes academic excellence, student-centered learning, humanistic patient care, innovation in audiological research, and a strong commitment to inclusion and community service. We aim to graduate skilled, forward-thinking professionals who advance the field of audiology and provide exceptional care to individuals with hearing and balance disorders.

## **Audiology Department Faculty and Staff**

<b>Name</b>	<b>Title</b>	<b>Phone/ext.</b>	<b>email</b>
Gabriella Musacchia	Associate Professor, Department Chair/Program Director	(415) 400-8424	<a href="mailto:gmusacchia@pacific.edu">gmusacchia@pacific.edu</a>
Jiong Hu	Associate Professor, Vice Chair	(415) 929-6665	<a href="mailto:jhu@pacific.edu">jhu@pacific.edu</a>
Julia Chung	Assistant Clinical Professor, Clinical Director (SF)	(415) 780-2017	<a href="mailto:jchung1@pacific.edu">jchung1@pacific.edu</a>
Fadi Najem	Assistant Professor (SF)	(415) 780-2038	<a href="mailto:fnajem@pacific.edu">fnajem@pacific.edu</a>
Celia Zhang	Assistant Professor (SF)	(415) 780-8225	<a href="mailto:czhang1@pacific.edu">czhang1@pacific.edu</a>
Melanie Rosenblatt	Clinical Assistant Professor (SF)	(415) 400-8435	<a href="mailto:mrosenblatt@pacific.edu">mrosenblatt@pacific.edu</a>
Maria Petersen	Program Services Associate (SF)	(415) 400-8233	<a href="mailto:mpetersen@pacific.edu">mpetersen@pacific.edu</a>
Shantelle Bishop	Clinic Services Coordinator (SF)	(415) 780-2001	<a href="mailto:sbishop@pacific.edu">sbishop@pacific.edu</a>
Weeko Vang	Administrative Assistant II (SF)	(415) 780-2102	<a href="mailto:wvang@pacific.edu">wvang@pacific.edu</a>
Gail Amornpongchai	Associate Clinical Professor, Clinical Director (STK)	(209) 946-3235	<a href="mailto:gamornpongchai@pacific.edu">gamornpongchai@pacific.edu</a>
Munirah Awad	Clinical Assistant Professor (STK)	(209) 946-3172	<a href="mailto:mawad@pacific.edu">mawad@pacific.edu</a>
Cherry Henson	Administrative Assistant (STK)	(209) 946-7378	<a href="mailto:chenson@pacific.edu">chenson@pacific.edu</a>
Iris McCollum	Clinic Services Associate (STK)	(209) 946-7378	<a href="mailto:imccollum@pacific.edu">imccollum@pacific.edu</a>

## **SF Campus Information and Access**

The San Francisco Campus is located at 155 5<sup>th</sup> Street between Minna and Howard streets and houses the Dugoni School of Dentistry and three University of the Pacific programs, including the School of Health Sciences Doctor of Audiology, the School of Engineering and Computer Science Master of Science in Data Science and the Conservatory of Music Master of Arts in Music Therapy.

Audiology, Data Science and Music Therapy faculty and staff offices are housed in the University of the Pacific Center on the first floor of the SF campus building, with the Audiology clinic housed on the second floor. The Dugoni School of Dentistry is housed across five floors of the SF campus building of comprises a pre-dental undergraduate program, several graduate programs, and several clinics.

All students must enter and exit the campus through the 5<sup>th</sup> street entrance. The hours of operation are 6:30 am – 10:30 pm Monday-Friday and 6:30 am – 9:30 pm on weekends and holidays. If you are in the building outside of regular school hours, you must notify the Department of Public Safety at x56456 so they may be aware of your presence during patrols. To ensure safety and maintain building security, please follow the guidelines below:

- All students are required to wear their ID badges at all times in a visible location.
- ID badges also allow you to print using our SF Campus wireless printers.
- In the event you lose your ID badge, immediately report your “Lost/Stolen Card” to Public Safety. If receiving a replacement card, previous cards must be surrendered to Public Safety.
- Any relatives/visitors being tested and/or evaluated on campus during business hours must be cleared on the clinic schedule and with Public Safety.

Additional campus information can be found at the San Francisco Campus webpages.

## **Safety and Emergency Procedures**

For non-medical emergencies or to reach the internal public safety office, dial x56411 or 415-929-6411 as needed. The phone numbers are printed on the back of all badges. For medical emergencies, call the Medical Emergency Pager at x56668. Pause. Then dial 300 and state your location when prompted. The phone number and instructions are printed on the back of all badges. Otherwise, call 9-911. An Automated External Defibrillator (AED) is located in the Audiology student clinician room.

### *Fire Emergency Procedures*

Evacuation maps and procedures are posted by the elevators on each floor and at the entrance to each stairwell. If the fire alarm sounds, all personnel are required to quickly exit the building using the nearest appropriate exit or escape route (do NOT use the elevators). Persons with disabilities should be assisted out of the building or removed to a safe haven to await evacuation by emergency responders. Proceed quickly to the Fifth Street and Minna Street alleyway. Assembly should start east of the 5thStreet Parking Garage entrance, towards Fourth Street. Do not re-enter the building until informed by a uniformed officer or Crisis Action Team member.

The nearest fire extinguishers are located in the Audiology student clinician room, directly outside the front entrance of the Audiology clinic, and outside the back door of the clinic in the dental reception

area. Additional fire extinguishers are located within the emergency stairwells on each floor and by the elevators. If you are with someone in a wheelchair/mobility issues, please take them to the nearest fire exit. Please inform internal public safety x56411 that you have a person who needs assistance.

#### *Earthquake procedures*

Earthquakes occur without warning. When an earthquake occurs, the following actions will be taken:

1. The Floor Warden and/or alternates implement ACTION: DROP TO SAFE POSITION IN LOCATION.
2. As soon as possible, everyone shall move away from windows and out from under suspended light fixture and book shelves.
3. Remain in building to await public safety instructions unless it is apparent that it is unsafe to do so. Be aware that going outside increases the risk of encountering danger from downed electrical wires, loose masonry on buildings and breaking glass from surrounding buildings.
4. Do not light any fires after the earthquake due to possible gas leaks.
5. Avoid touching electrical wires that may have fallen.
6. Take roll call.
7. Request assistance as needed from the City.

#### *CPR and Emergency Kits*

All clinical educators and graduate clinicians must have cardiopulmonary resuscitation (CPR) training for both adults and children. CPR training will be offered through the University and is renewed as directed by the administering body. In addition to the AED device in the student clinician room and another is located near the elevators outside of the Audiology clinic.

A First aid/Emergency kit is also available, along with extra food and water rations. This is stored in a cabinet to the left of the refrigerator in the student clinician room. In the event that items are used from one of the kits, please notify the Clinic Office so they can be replaced.

#### *Emergency Phone List*

- Fire-Police-Medical-Ambulance: 9-1-1
- Public Safety – Emergency: x56411
- Public Safety – Non-Emergency: x56456
- Building Operations Director: x56470
- Police Non-Emergency Number: 553-0123
- Fire Department Non-Emergency: 558-3300 (Night: 861-8020)
- Fire Safety Director: x56667
- California Emergency Management Agency (CAL/EMA): (800) 852-7550
- National Response Center (NRC): (800) 424-8802
- Poison Control Center: (800) 222-1222
- San Francisco Dept. of Public Health- Environmental Health: (415) 252-3900
- Emergency Clean-up Contractor - PSC Environmental Service: (877) 577-2669

## Student Support Resources

### *New Graduate Student Information Guides*

The University of the Pacific provides campus information, calendars, graduate forms, funding opportunities, steps to graduation and contact information on the Graduate Student Resources Page. <https://grad.pacific.edu/grad>

### *Financial Aid and Tuition*

The Office of Financial Aid is committed to making sure University of the Pacific students make informed financial choices. Visit our Financial Aid website at <https://www.pacific.edu/financial-aid/contact> to find useful information or to contact a Financial Aid team member. Audiology students may contact the Central office of Financial Aid or the SF Campus office of Financial Aid with questions and for financial planning.

San Francisco Campus

Email: [sf\\_finaid@pacific.edu](mailto:sf_finaid@pacific.edu)

Phone: 415.749.3341

Stockton Campus Contact Information

Location: Knoles Hall

Email: [financialaid@pacific.edu](mailto:financialaid@pacific.edu)

Phone: 209.946.2421

Fax: 209.946.2758

### *Office of the Registrar*

The Office of the Registrar partners with faculty and staff in supporting students to meet their personal and professional goals. They maintain academic records, apply regulations and policies and provide efficient service to all stakeholders. Core services include the following

- Academic Catalogs
- Academic Calendars
- Schedule of Classes
- Transcripts, Verifications and Diplomas
- Transferring Coursework

Audiology students with registration questions should first contact their advisor. They may also contact the STK or SF Registrar directly. Their website is <https://www.pacific.edu/about-pacific/administrative-offices/office-of-the-registrar/directory>

Stockton

209.946.2135

[registrar@pacific.edu](mailto:registrar@pacific.edu)

San Francisco

415.929.6461

[sfregistrar@pacific.edu](mailto:sfregistrar@pacific.edu)

### *Services for Students with Disabilities*

SSD facilitates equal access for students with various disabilities, aiding those with learning disabilities, ADHD, chronic health issues, injuries, impairments, and other health challenges. They also support those with temporary medical needs and consult students suspecting or referred for disability-related concerns. Apply for services via the SSD website, whether you're a new or existing student.

<https://www.pacific.edu/student-life/student-services/services-for-students-with-disabilities>

### *Counseling and Psychological Services (CAPS)*

The University of the Pacific's CAPS offers diverse therapeutic services—group and individual therapy, couple's sessions, informal consultations, and online assisted therapy—for students dealing with emotional distress, anxiety, depression, and mental health issues. They also provide psychiatric medication management, crisis consultation, and mental health education. To request an appointment or explore virtual options, contact our local representative or visit the website.

<https://www.pacific.edu/student-life/safety-wellness/counseling-and-psychological-services>

24/7 therapeutic support can be accessed by calling 209.946.2315 x3

Appointments can be made by calling 209.946.2315 x2

San Francisco Campus

Mondays, Tuesdays, Thursdays: 8:00am - 5:00pm

Virtual support is available weekdays 8:00am - 6:00pm

Location: Wellness Center, Room 513 ([155 5th St., San Francisco](#))

*Closed weekends, holidays and university seasonal days.*

### *School of Health Sciences Assistant Dean of Student Affairs*

Rev. Dr. Tanisha Sparks

Email Address [tsparks@pacific.edu](mailto:tsparks@pacific.edu)

Phone Number 916.739.7126

### *Library*

Digital services including research assistance and access to e-books and publisher databases can be found at <https://www.pacific.edu/university-libraries>

### *Public Safety*

San Francisco Campus' Department of Public Safety provides 24-hour patrol service and emergency assistance. Call 415.929.61411

### *Student Health Services*

Comprehensive healthcare including routine appointments, referrals, immunizations and medication.

For up-to-date resources and information, visit <https://www.pacific.edu/student-life/safety-wellness/student-health-services>

A 24/7 advice nurse support can be accessed by calling 209.946.2315 x4

After Hours Telehealth: LiveHealth Online app (information on the website)

### *Writing Center*

One-on-one consultations with a student mentor or professional staff member who can help you develop your writing. Sessions are available online or by appointment.

<https://www.pacific.edu/university-libraries/services/student-academic-support-services-hub>

Office of Student Life

Email: [Writingcente@pacific.edu](mailto:Writingcente@pacific.edu)

Phone: 916.739.7251

## **Parking and Transportation**

The nearest public parking garage is the Fifth and Mission/Yerba Buena Garage. Details about meter rates and tips about parking in the city are available at <http://www.sfmta.com/getting-around/parking> and <http://www.cityparksf.com>

The SF Campus is centrally located near several public transportation stops. Details and resources for trip planning can be found at <https://www.sfmta.com/>

# Section II: The Doctor of Audiology (Au.D.) Program

**Our mission is to empower future audiologists to attain the highest quality in education through an accelerated program that emphasizes excellence in teaching, compassionate patient care, fosters a spirit of inquiry in audiological research, and instills a strong sense of community service. We aim to graduate skilled audiologists who are professional, compassionate, innovative, and dedicated to serving individuals with hearing and balance disorders, leaving a lasting, positive impact on society.**

## Student Advising

Academic advising regarding a student's performance in both the classroom and clinic is a hallmark of a quality program (Standard 14, ACAE). In the Doctor of Audiology program at University of the Pacific, student performance quality and feedback are systematically monitored at multiple levels, the first of which is advising. Each student is paired with a faculty Advisor at the beginning of the program. Regular meetings with Advisors keep communication channels open and enable mentoring relationships to develop. Advising is particularly important during pre-registration when a student encounters academic or clinical difficulty and before leaving for the externship to ensure all requirements have been fulfilled.

Students in their first and second years are required to fill out a self-evaluation form and schedule at least one advising meeting per trimester to ensure that they are registering for the correct courses, review their academic records and progress in the program and discuss the student's strengths and struggles in the program. The Advisor will evaluate and document the student's progress, based on review of academic tracking, the self-evaluation and discussion, and will document any remediation and/or conditions for probation (Appendix A). Students are welcome to meet with any of the other faculty as needed.

## Curriculum

An effective audiology program allows each student to acquire knowledge and skills with the breadth and depth that empowers them to become an effective, well-educated, and competent clinical audiologist (Standard 3.1A Council on Academic Accreditation). The Doctor of Audiology Program at Pacific is designed to afford each student the opportunity to meet the expectations of the program, consistent with our mission. Our curriculum meets or exceeds requirements of the UOP Graduate School, the Accreditation Commission for Audiology Education (ACAE), the Council on Academic Accreditation (CAA) and the California Speech-Language Pathology, Audiology and Hearing Aid Dispensers Licensing Board (SLPAHADB).

The following sections describe curricular aspects of the program, including coursework, mechanisms of learning assessment, student conduct regulations and guidelines and other related policies. Successful completion of the program provides eligibility for the following.

- State of California Audiology License. See <http://www.speechandhearing.ca.gov> for more information.

- Audiology licensure issued by other states and territories. Information and any additional requirements can be found on the appropriate state/territory websites.
- Nationally recognized credentials independent of state licensure. Students and graduates may wish to pursue membership and credentials from recognized professional organizations.
- Board Certification in Audiology from the American Board of Audiology (ABA). The ABA certification program is provided by the American Academy of Audiology. Graduates of the AuD Program are eligible for the entry-level certificate. Specialty certification may be obtained after experience and continuing education in specialty areas. For more information, please go to <http://www.boardofaudiology.org/>
- Certificate of Clinical Competence in Audiology (CCC-A) from the American Speech-Language-Hearing Association (ASHA). The CCC-A is a professional certification in Audiology. Certification requirements vary significantly across organizations. It is the student's responsibility to research the requirements for respective certification.

## Coursework

### **AUDI 301 – Anatomy and Physiology of Hearing (3.0 units)**

An in-depth course on the anatomy and physiology of the hearing mechanism primarily as it related to hearing.

### **AUDI 303 – Signals and Systems (3.0 units)**

Basics of signal processing for hearing aids and equipment that measure hearing. IEC/ANSI standards of performance for the instrumentation, calibration procedures, and compliance.

### **AUDI 305 – Diagnostic Audiology I (3.0 units)**

Foundation and orientation to audiological equipment and testing. Basic audiometric tests and underlying principles, case history and universal precautions.

### **AUDI 306 – Diagnostic Audiology Lab (1.0 unit)**

Practical experience with a focus on basic audiometric and physiologic tests, case history and universal precautions.

### **AUDI 307 – Diagnostic Audiology II (3.0 units)**

Evaluation of middle ear function by using the principles of acoustic immittance. Principles underlying otoacoustic emissions. Implementation of tests and formulation of diagnosis based on test results.

### **AUDI 309 – Diagnostic Electrophysiology I (3.0 units)**

Diagnostic electrophysiological techniques, assessment of hearing using auditory evoked responses across all age ranges. Evidence-based best practices for determining threshold and neurophysiological integrity with the auditory brainstem response (ABR).

### **AUDI 310 – Diagnostic Electrophysiology Lab (1.0 unit)**

Applied, hands-on training in Auditory Brainstem Response (ABR) techniques for the measurement and interpretation of Threshold Estimation and Neurodiagnostic protocols for adults and children.

### **AUDI 311 – Pediatric Audiology (3.0 units)**

Diagnostic assessment of children from ages 0-18. Embryology and hearing development and genetics of hearing loss.



**AUDI 313 – Central Auditory Processing – Diagnosis and Management (3.0 units)**

Assessment (screening and diagnostic) and treatment options for auditory processing disorders.

**AUDI 315 – Amplification I (3.0 units)**

Theoretical and applied understanding of current technology in hearing aids. Electroacoustic analysis and programming of hearing instruments and verification of the performance of hearing instruments using objective and subjective measurements.

**AUDI 316 – Amplification Lab (1.0 unit)**

Theoretical and applied understanding of current technology in hearing aids. Electroacoustic analysis and programming of hearing instruments and verification of the performance of hearing instruments using objective and subjective measurements.

**AUDI 317 – Amplification II (3.0 units)**

Theoretical and clinical aspects of advanced signal processing schemes and verification procedures are taught. Selection and fitting of amplification for special populations.

**AUDI 319 – Amplification III (3.0 units)**

Advanced application of knowledge and skills obtained in AUDI 315 and AUDI 317. Personal and sound field FM systems, classroom listening, and assessment beyond the sound booth, classroom acoustics, assistive listening devices and counseling techniques.

**AUDI 321 – Auditory Implants (3.0 units)**

This course covers a variety of auditory prosthetic devices with emphasis on cochlear implant technology. History, pediatric and adult candidacy, signal processing strategies and fitting protocols will be explored in detail.

**AUDI 325 – Aural Rehabilitation (3.0 units)**

Rehabilitation of children and adults with hearing loss. Current rehabilitation strategies and outcome measures that assess patients' success.

**AUDI 331 – Vestibular Assessment I (3.0 units)**

Anatomy and physiology of the vestibular mechanism, diagnostic tests, case history, bedside evaluations, and ENG/VNG test battery.

**AUDI 332 – Vestibular Assessment Lab (1.0 unit)**

Anatomy and physiology of the vestibular mechanism, diagnostic tests, case history, bedside evaluations, and ENG/VNG test battery.

**AUDI 338 – Speech-Language Pathology for Audiology (2.0 units)**

Overview of the speech and language disorders, screening and identification of children at risk for speech and language disorders. Basic phonetics and transcription, basic speech and language screening protocols.

**AUDI 340 – Deaf Culture and Communication Systems (1.0 unit)**

Introduction to Deaf Culture and American Sign Language (ASL), with emphasis on signs most useful to audiologists working clinically.

**AUDI 341 – Psychoacoustics (3.0 units)**

Physical and psychological attributes related to sound in normal hearing and impaired ears. Classical psychophysical methods discussed, with an emphasis on their application to audiological testing.

**AUDI 343 – Research Methods (3.0 units)**

Introduction to research methods used in audiology. Statistical analyses in descriptive and experimental research.

**AUDI 345 – Hearing Disorders (3.0 units)**

Etiology, pathophysiology, diagnosis and treatment of diseases of the outer, middle, inner ear and the central auditory system. Syndromic and non-syndromic genetic disorders along with their impact on the development and function of the auditory system.

**AUDI 347 – Tinnitus Assessment and Treatment (3.0 units)**

Causes and pathophysiology of tinnitus. The various therapies, pharmacological agents, and management of tinnitus.

**AUDI 349 – Industrial Audiology (3.0 units)**

Introduction to the basic principles of sound and its measurement, including Damage Risk Criteria and its application to noise-induced hearing loss will be addressed, as well as components of hearing conservation programs in a variety of settings and evaluation of their effectiveness in the prevention of hearing.

**AUDI 355 – Practice Management (3.0 units)**

Operational and business management of a clinical practice setting. Developing an appropriate business plan; startup and long-term planning; essential legal considerations.

**AUDI 358 – Pharmacology and Ototoxicity for Audiologists (2.0 units)**

Basic concepts and terminology of pharmacology will be explored, including pharmacokinetics, pharmacodynamics and ototoxic drugs. Medications that may contribute to or treat audiologic and vestibular diagnoses will be discussed. Legislation and regulatory issues related to drug clinical trials and the Food and Drug Administration (FDA) will be reviewed.

**AUDI 362 – Comprehensive Differential Diagnosis (2.0 units)**

Comprehensive review of use of auditory and vestibular test batteries in different diagnosis and management of patients.

**AUDI 364 – Diagnostic Electrophysiology II (2.0 units)**

Advance assessments of hearing using auditory evoked responses across all age ranges. Evidence based review of the measurement and interpretation of the neurophysiological and electrophysiological methods of auditory function assessment in adults and children. Prerequisite: AUDI 309.

**AUDI 366 – Advanced Topics in Research, Practice and Technology (2.0 unit)**

Advance topics of current trends in the field of audiology. Seminars in contemporary research topics, developments in evidence-based practice, and advancement in technology in the industry.

**AUDI 367 – Vestibular Assessment II (3.0 units)**

Anatomy and physiology of the vestibular mechanism, case history, bedside evaluations, advanced diagnostic tests, introduction to vestibular rehabilitation, and advanced topics in vestibular research. Prerequisite: AUDI 331.

**AUDI 368 – Physical and Behavioral Health for Audiology (2.0 units)**

Referral and management of common health conditions including physical and behavioral health. Implications for hearing loss and clinical management.

**AUDI 370A – Internship I (3.0 units)**

Clinical Experience in an off-campus placement to develop beginning audiology skills and provide patient care. Minimum of 200 hours of clinical experience required.

**AUDI 370B – Internship II (3.0 units)**

Clinical Experience in an off-campus placement to develop intermediate audiology skills and provide patient care. Minimum of 200 hours of clinical experience required.

**AUDI 370C – Internship II (1.0 unit)**

Clinical Experience in an off-campus placement to develop intermediate audiology skills and provide patient care. Minimum of 200 hours of clinical experience required.

**AUDI 371 – Counseling (3.0 units)**

Theory and practice of counseling, with a focus on diagnosis, rehabilitation and adjustment processes with patients and families.

**AUDI 373 – Professional Issues I (1.0 unit)**

Current issues in the profession of audiology including audiology scope of practice, audiology employment opportunities, state licensure requirements to practice audiology, and professional certification options for audiologists.

**AUDI 383 – Professional Issues II (1.0 unit)**

Current issues in the profession of audiology including audiology scope of practice, audiology employment opportunities, state licensure requirements to practice audiology, and professional certification options for audiologists.

**AUDI 385A – Audiology Practicum I (1.0 unit)**

Guided observations of a variety of audiologic activities and preliminary structured participation as aide in diagnostic evaluations under the guidance of clinical supervisors. Students will accrue a minimum of 40 patient observations and/or contact hours.

**AUDI 385B – Audiology Practicum II (1.0 unit)**

Guided clinical experience of a variety of audiological activities in diagnostic evaluations and hearing aid fittings under the guidance of clinical supervisors. Students will accrue a minimum of 40 patient contact hours.

**AUDI 385C – Audiology Practicum III (1.0 unit)**

Guided clinical experience of a variety of audiological activities in diagnostic evaluations and hearing aid fittings under the guidance of clinical supervisors. Students will accrue a minimum of 40 patient contact hours.

**AUDI 386A – Practicum Seminar I (1.0 unit)**

Utilizing an evidence-based approach, students will discuss advanced procedures and protocols for diagnostic testing, results, and recommendations with faculty.

**AUDI 386B – Practicum Seminar I (1.0 unit)**

Utilizing an evidence-based approach, students will discuss advanced procedures and protocols for diagnostic testing, results, and recommendations with faculty.

**AUDI 388A – Externship I (9.0 units)**

Clinical Experience in an off-campus placement to develop advanced audiology skills and provide patient care. Minimum of 500 hours of clinical experience required.

**AUDI 388B – Externship II (9.0 units)**

Clinical Experience in an off-campus placement to develop advanced audiology skills and provide patient care. Minimum of 500 hours of clinical experience required.

**AUDI 388C – Externship III (9.0 units)**

Clinical Experience in an off-campus placement to develop advanced audiology skills and provide patient care. Minimum of 500 hours of clinical experience required.

**AUDI 389A – Externship Seminar I (1.0 unit)**

Utilizing an evidence-based approach, case presentations are made by students in a grand rounds format (presenting a particular patient's medical problems, diagnostic testing results and treatment effects) to other audiology students and faculty incorporating various clinical practices and evaluation and treatment protocols.

**AUDI 389B – Externship Seminar II (1.0 unit)**

Utilizing an evidence-based approach, case presentations are made by students in a grand rounds format (presenting a particular patient's medical problems, diagnostic testing results and treatment effects) to other audiology students and faculty incorporating various clinical practices and evaluation and treatment protocols.

**AUDI 389C – Externship Seminar III (1.0 unit)**

Utilizing an evidence-based approach, case presentations are made by students in a grand rounds format (presenting a particular patient's medical problems, diagnostic testing results and treatment effects) to other audiology students and faculty incorporating various clinical practices and evaluation and treatment protocols.

**AUDI 393 – Professional Issues III (1.0 unit)**

Current issues in the profession of audiology including audiology scope of practice, audiology employment opportunities, state licensure requirements to practice audiology, and professional certification options for audiologists.

## **Student Learning Assessment and Evaluation**

The Doctor of Audiology program at University of the Pacific continuously assesses students to track their learning progress and determine their success in acquiring expected knowledge and skills. This assessment happens through individual course evaluations and grades administered by professors, as well as comprehensive evaluations that are administered by the Academic and Clinical Affairs Committee and proctored by multiple faculty members. Description of grading requirements and schedules for each course can be found in the course syllabi. Description of the comprehensive assessments are further explained in the sections below.

## **Core Clinical Skills**

Core Clinical Skills are critical skills that students must acquire on-campus in order to conduct patient care. Students are required to demonstrate specific skills and have their performance evaluated multiple times. This provides ongoing assessment of their progress, achievement, and sustained proficiency in Core Clinical Skills. Core Clinical Skills assessments are administered by the Academic and Clinical Affairs Committee and proctored by faculty and preceptors in the San Francisco clinic.

**Students must complete all core clinical skills by the assigned due date before they begin Off-Campus practicum (AUDI 385C and 370 series).**

## **Quick Reference Guide**

All students must create a Quick Reference Guide (QRG) during their time in the program. The purpose of the QRG is to compile evidence-based references in a binder for the students' use. They will build and update the QRG as they progress through their academic and clinical courses each semester.

## **Clinical Qualification Exams**

The program will regularly assess students' capacity to comprehend, apply, and integrate curricular content into practice. Clinical Qualification Exams are overseen by the Academic and Clinical Affairs Committee and proctored by multiple academic and clinical faculty members. They evaluate the crucial knowledge and skills required for a student clinician to be prepared for patient-facing practice.

Clinical Qualification Exams are held at the end of Year One Fall and Spring trimesters. They are comprised of hands-on and oral assessments aimed at evaluating the student's proficiency in knowledge, skills, competency in topics and patient care covered in the first year.

**A passing grade of 83% is required to pass Clinical Qualification Exams. A non-passing grade will result in clinical remediation in the following semester (see Clinical Competency Requirement and Remediation section).**

## **Doctor of Audiology Degree Candidacy Exams**

### *Year One Candidacy Exam*

The aim of this examination is to assess the foundational concepts, critical thinking, and integration of coursework that form the basis of clinical competency in Year Two and Three.

The Year One Candidacy exam is administered at the conclusion of the Year One Summer trimester and comprises both written and oral sections. The written component is a 120-item exam structured to resemble the Praxis exam. The oral defense focuses on cases and necessitates differential diagnosis based on the comprehensive knowledge acquired during the first year of the program

**A passing grade of 83% is required to advance to the next phase of clinical education (370 Off-Site Internship series).**

#### *Year Two Candidacy Exam*

The purpose of this examination is to confirm mastery of essential concepts, critical thinking, coursework, and clinical skills that form the foundation of clinical competency during the externship. This exam is conducted at the conclusion of the Spring semester in Year Two and involves a comprehensive oral assessment.

**A passing grade of 83% is required to advance to the next phase of clinical education (388 Externship series).**

## **Program Regulations**

### **Academic Grade Requirement and Remediation**

The following is in accordance with University of the Pacific Academic Regulations for graduate students (<https://catalog.pacific.edu/stocktongraduate/academicregulations/>).

Only grades of A, B, C, and P (Pass) are acceptable for graduate credit. A grade of C-, D, F, or NC (No Credit) is not accepted for graduate credit at University of the Pacific. Students are expected to maintain a minimum GPA of 3.0 and pass all coursework required to remain in good standing. At the conclusion of each semester a student's academic standing is determined to be one of the following.

- **Good Academic Standing**
- **Academic Probation**
- **Dismissal**

#### *Academic Coursework Remediation*

If a student receives a grade of C or C+ in any course, remediation may be required by the course instructor. It is the student's responsibility to follow-up with the instructor and complete the assigned remediation.

### **Academic Probation**

Any student who has completed six (6) or more course units of study and has a Pacific cumulative GPA below 3.0 or has earned a grade of NC in two separate terms is placed on academic probation. To be removed from probation, a student must achieve a cumulative 3.0 GPA and not receive any grades of NC within completion of the next semester full-time course load (8 units or more). [Note: it is critically important for students to consult with the Financial Aid Office on the implications of academic probation on their financial aid].

### **Dismissal**

Students are required to meet and uphold the minimum academic grade standards and demonstrate appropriate student conduct throughout their tenure in the program. Students will be dismissed from the program if either of the following apply:

- A student on probation fails to be removed from probation after the probationary period;
- The GPA of a student who has previously been on probation falls below 3.0 or the student receives a grade of NC in any class.

In addition to academic standing, other non-academic reasons can result in a student's dismissal from a graduate program. Alleged violations that fall within the scope of the Student Code of Conduct or Academic Integrity will be subject to the Review Process and Procedures as described in Tiger Lore and School of Health Sciences student handbook. Corrective and disciplinary actions may include warning, probation, suspension, up to dismissal from the University.

## **Clinical Competency Requirement and Remediation**

One of the most important aspects of clinical education in the Au.D. program is to ensure that, in addition to satisfactory academic performances, students can provide safe and competent care for their patients. Such expectation calls for additional requirements in student' clinical competency.

The Au.D. clinical practicum series (AUDI 385 A/B/C, 370 A/B/C, 388 A/B/C) and the Clinical Qualification Exams evaluate and document progress towards attainment of clinical competencies and professional responsibilities. They provide formative measures of student performance across the clinical education program in meeting ACAE, CAA and Au.D. program requirements. Students must demonstrate satisfactory performance each semester in their clinical practicum assignment to proceed in the program.

**Students are expected to maintain a passing grade in the clinical practicum series (AUDI 385, 370 and 388), as well as pass the Fall and Spring Clinical Qualification Exams to be considered clinically competent.**

**The program reserves the right to delay or withdraw a student from clinical education experiences based on insufficient clinical competency, in order to protect the safety of both patients and students.**

### *Clinical Competency Remediation*

Occasionally, significant difficulties may be identified in specific clinical competency performance. Once difficulties have been identified (e.g., failed practicum series grades and/or failed Clinical Qualification Exams), the student will be notified, and a remediation plan will be developed by the Student Review Committee (see Student Review Committee section, below). The SRC will meet with the student and present the remediation timeline, goals, objectives, and requirements in writing.

**Students must successfully complete their remediation plans and achieve their remediation goals and objectives to qualify for the next phase of their clinical education.**

**The program reserves the right to delay or withdraw a student from clinical education experiences based on insufficient clinical competency, in order to protect the safety of both patients and students.**

## Student Code of Conduct Requirements

[Tiger Lore](#) is provided as a guide to help students make their academic and co-curricular life at the University of the Pacific successful. The Student Code of Conduct identifies standards of student behavior that are essential to the University's mission and community life and is applicable to all University of the Pacific students. Doctor of Audiology students are expected to abide by all sections of the Code (i.e., A-L).

Violations of the Code or Academic Integrity may include conduct occurring on- campus or off-campus, including online and electronic communication or other conduct. It is incumbent on all Au.D. students to understand and demonstrate the positive behavior outlined in Tiger Lore and avoid potential policy violations.

In addition to the Student Conduct Code described in [Tiger Lore](#), the School of Health Sciences requires students to always exhibit professional behavior which is consistent with the School and Program expectations. Specifically:

- a. Academic Performance: These expectations relate to standards of academic performance in completing the courses in the pre-professional and professional programs. Specific expectations are outlined in the University General Catalogs, and management of problems that arise in this area is handled by each academic program's Academic Standards Committee or equivalent.
- b. Behavior Expectations
  - i. Cooperate with the orderly conduct of classes.
  - ii. Treat faculty, staff, and students with respect.
  - iii. Avoid actions that reflect poorly on the school or the professions.
  - iv. Demonstrate professionalism in all communications.
  - v. Maintain professional confidentiality. The student is obligated to respect all confidential information revealed, including patient conditions, medical and pharmaceutical records, economic information, fee systems, professional policies, research results, and any privileged information from committees on which a student is a member.
  - vi. Adhere to appropriate dress. Attire and personal grooming should not distract from nor compromise the professional integrity of the school or the professions. The student is expected to abide by any class or instructor's dress requirements.
  - vii. Adhere to the University Honor Code.

Among specific actions that are violations of the Code include theft; vandalism, or inappropriate access to personal property, including offices, desks, computers, or other University property or student property; acts of physical violence or aggression against students, faculty, or staff; inappropriate behavior resulting from mental health disturbances; impairment due to drugs or alcohol; and involvement with drug diversion and illicit drug use.

- c. Technical Standards  
Individual Programs have published technical standards relating to the expectations of performance for their clinical discipline. The school requires that students work with their programs and the Office of Services for Students with Disabilities (if applicable) to meet the published technical standards of their program.
- d. The Honor System and Expectations  
Established at Pacific in 1958, the Honor Code is intended to maintain and preserve the high standards of personal character and integrity that are vital in academic pursuits. The honor code



is described in detail in Tiger Lore. The success of the Honor Code is made possible only by the acceptance and cooperation of every student and faculty member. It is expected that each student and faculty member will join in maintaining the principles and tradition of the Code, and, therefore, the school requires all students and faculty to adhere to the Honor Code.

Examples of violations of the Honor Code include the following:

- i. Give to or receive from another student information during an examination.
  - ii. Use unauthorized sources for answers during an examination, such as a programmable calculator, computer, cellular phone, other electronic devices, cheat sheets or other methods.
  - iii. Obtain unauthorized test answers before the exam.
  - iv. Alter answers on any test, quiz, or another evaluation instrument after it had been submitted to the instructor.
  - v. Plagiarize. Plagiarism is defined as the use of another's work without recognition of the original author
- e. Drug Abuse Policy and Expectations  
Evidence of substance abuse or impairment by a student is a reason for immediate sanctions and possible termination from the program due to the unique nature of the health professions. Substances of potential abuse include drugs, chemicals, alcohol, and dietary supplements. Students may be subject to drug screening as a part of the academic program or because of suspicions or accusations regarding drug abuse. Students refusing to submit to drug testing as requested may be subject to disciplinary action, including the inability to progress in their academic program until the issue is resolved or dismissal from the program.
- f. Professional Standards and Conduct  
Professional standards and conduct are developed, and potential violations are managed by each academic program according to its policies and procedures. All students are entitled to due process as described in this policy.

Violations of the Honor Code are to be reported to either the professor involved or an administrative officer of the school, including the Associate Dean of Academic Affairs, the Associate Dean of Student and Faculty Affairs, and the Student and Academic affairs coordinator. The Honor Code at the University of the Pacific calls upon each student to exhibit a high degree of maturity, responsibility, and personal integrity. Students are expected to:

- Act honestly in all matters
- Actively encourage academic integrity
- Discourage any form of cheating or dishonesty by others
- Inform the instructor and appropriate university administrator if she or he has a reasonable and good faith belief and substantial evidence that a violation of the Academic Honesty Policy has occurred.

NOTE: If a student believes that behavior in violation of the University's Policy Prohibiting Sexual Misconduct, Discrimination, and Retaliation has occurred, the student should notify the Title IX Coordinator as soon as possible ([titleix@pacific.edu](mailto:titleix@pacific.edu)). The University's policy against sexual and other unlawful harassment is available here: <https://www.pacific.edu/student-life/student-conduct/title-ix-sexual-misconduct-procedures>

Additionally, there are grievance procedures to resolve alleged acts of discrimination outlined in the University's Policy Prohibiting Identity-Based Harassment, Discrimination, and Retaliation that is currently under development.

### *Professional Expectations*

Audiology is a professional discipline that requires certain behaviors of their practitioners. Professional behaviors (which may or may not directly involve other people) have to do with professional tasks and responsibilities, with the individuals served by the profession and with relations with other professionals. Included among professional tasks are education and training. The following conveys expectations you will encounter for those who seek to join this profession. Adapted from Chial, M. (1998). Conveying expectations about professional behavior. *Audiology Today*, 10 (4), p. 25.

1. You show up.
2. You show up on time.
3. You show up prepared.
4. You show up in a frame of mind appropriate to the professional task.
5. You show up properly attired.
6. You accept the idea that “on time,” “prepared,” “appropriate,” and “properly” are defined by the situations, by the nature of the task, or by another person.
7. You accept that your first duty is to the ultimate welfare of the persons served by your profession, and that “ultimate welfare” is a complex mix of desires, wants, needs, abilities and capacities.
8. You recognize that professional duties and situations are about completing tasks and about solving problems in ways that benefit others, either immediately or in the long term. They are not about you. When you are called upon to behave as a professional, you are not the patient, the customer, the star, or the victim.
9. You place the importance of professional duties, tasks and problem solving above your own convenience.
10. You strive to work effectively with others for the benefit of the person served. This means you pursue professional duties, tasks and problem solving in ways that make it easier (not harder) for others to accomplish their work.
11. You properly credit others for their work.
12. You sign your work.
13. You take responsibility for your actions, your reactions, and your inaction. This means you do not avoid responsibility by offering excuses, by blaming others, by emotional displays, or by helplessness.
14. You do not accept professional duties or tasks for which you are personally or professionally unprepared.
15. You do what you say you will do. By the time you said you would do it. To the extent you said you would do it. And to the degree of quality you said you would do it.
16. You take active responsibility for expanding the limits of your knowledge, understanding, and skill.
17. You vigorously seek and tell the truth, including those truths that may be less than flattering to you.
18. You accept direction (including correction) from those who are more knowledgeable or more experienced. You provide direction (including correction) to those who are less knowledgeable or less experienced.
19. You value the resources required to perform professional duties, tasks, and problem solving, including your time and that of others.

20. You accord respect to the values, interests, and opinions of others that may differ from your own, as long as they are not objectively harmful to the persons served.
21. You accept the fact that others may establish objectives for you. While you may not always agree with those goals, or may not fully understand them, you will pursue them as long as they are not objectively harmful to the persons served.
22. When you attempt a task for the second time, you seek to do it better than you did it the first time. You revise the ways you approach professional duties, tasks, and problem solving in consideration of peer judgments of best practices.
23. You accept the imperfections of the world in ways that do not compromise the interests of those you serve, or your own pursuit of excellence.
24. You base your opinions, actions, and relations with others upon sound empirical evidence, and upon examined personal values consistent with the above.
25. You expect all of the above from other professionals.

### *Class and Clinic Dress Code*

Appearance is a central part of professionalism in Audiology. We recommend the professional appearance of every doctoral student should exhibit those aspects of good health and good health habits. Our standard of excellence in health care is reflected by the personal attention we give every patient and by the attention to detail we demonstrate when caring for ourselves and our patients. Therefore, personal appearance should reflect these values. Below are guidelines for professional appearance.

- Hairstyles, facial hair, and makeup should be conservative and in a neat appearance.
  - Long hair should not be in contact with patient, nor in the way of patient care
  - Color should be in a range of naturally occurring hair colors.
- Teeth and breath should reflect excellent oral hygiene.
- Piercings
  - Body, facial and oral piercings should not be visible
  - Earrings larger/longer than 2 inches are not permitted
- Tattoos should be concealed.
- 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
- Hands and fingernails must be clean and without stains
  - Length should be short or manicured
  - If worn, nail polish should not be chipped or grown out
- Clothing must be professional and conservative, neat and presentable.
  - Clothing should cover shoulders, back, chest, midriff and undergarments regardless of body movement or position, from any angle (e.g., when bending over or raising hands above your head)
  - No t-shirts/Henley shirts
  - Skirts should be no shorter than 3 inches above the middle of the kneecap
  - No shorts, jeans, sweatpants/jeggings/leggings
  - Clothing should be neither too tight nor excessively baggy
  - Clothing should not have holes/rips or distressed material
  - Hosiery should be conservative, without patterns, and in neutral colors

- Shoes should be professional and conservative, polished, in excellent condition, and always worn
  - Shoes should be closed toe
  - No platforms or heels over 3 inches
  - No sneakers
- Chewing gum and all tobacco products are prohibited on clinic property.

The appropriateness of professional attire is subject to preceptor and faculty discretion. Violations of the Dress Code may result in a verbal warning, instructions to correct, and up to a record of absence for the courses (didactic or clinic) on the day of violation.

The dress code may be excused for special occasions such as department events (e.g., casual Fridays), attending classes after external clinical rotations, etc. In the event of changes in county restrictions due to an unforeseen event (e.g., COVID-19 pandemic), the dress code may be changed to adhere to the University and Clinic Safety Plan and Standard Precautions.

#### *Attendance Policy*

Audiology students are expected to physically present at and attend all academic courses and assigned clinic duties. Academic schedules listed in the course syllabi and site-specific clinical schedules will not be modified to accommodate personal activities. Students are expected to be prepared and ready to begin class and clinic at the appointed time of arrival each day.

In general, absence is defined as not physically present in the classroom or clinic. For didactic classes, technologies such as Zoom are often utilized to provide content recording and close captioning. They are not meant to be a substitute for physical attendance to classroom instructions. Appearing remotely on Zoom or Teams for didactic classes is encouraged during absence but will not be considered as proper attendance.

Individual instructors may host remote or asynchronous sessions based on their instructional plan. In these cases, remote participation will not be considered as absence. Class and clinic policy regarding absences is specified in the course syllabus.

## **Student Review Committee**

The Department of Audiology Student Review Committee (SRC) oversees student academic and professional progress and determines student standing at the end of each semester. The SRC reviews student records in conjunction with appropriate faculty members and/or preceptors to determine student status and suitable remediation plans, when needed. The SRC is also responsible for making disciplinary action decisions for those facing academic and/or professional conduct violations.

All student conduct violations resulting from academic or professional misconduct will be resolved following the procedures and policies specified in Section 32 of the School of Health Sciences Student Policies and Procedures (Appendix F).

## **Grievance**

Grievance procedures address issues that arise from or relate directly to the impact of university faculty or staff on a student's academic activities or performance, such as assignments or evaluation of academic work when a student is attempting to fulfill the requirements of a course or degree. Audiology follows the Student Grievance and Student Affairs Review policy and procedure outlined in section 33 of the School of Health Sciences Student Policies and Procedures (Appendix G). Students can also submit academic complaints with the program's accreditation bodies ACAE and CAA (Appendix C)

## **Voluntary Leave of Absence**

Voluntary leave of absence (LOA) is a form of temporary withdrawal. The Program advises all students considering a LOA, including medical or personal reasons, to speak with the Program Director or their faculty advisor.

## **Withdrawal**

Students who intend to permanently withdraw from the University must initiate the process in the Office of the Registrar.

The withdrawal date used by Financial Aid for Return in the return of the Title IV Aid calculation and the effective date used by Student Accounts for tuition refunds are based on the date of notification to the Office of the Registrar. An official withdrawal from the University is the termination of rights and privileges offered to currently enrolled students; therefore may not use any University facilities.

Students who permanently withdraw from the Program, and later desire to return, must complete the same application and interview process as other applicants during a subsequent admissions cycle.

# Section III: Clinical Education

## Background, Guidelines and Expectations

### Philosophy of Clinical Education

The mission of the Doctor of Audiology Program at Pacific is to empower future audiologists through an accelerated education that emphasizes compassionate patient care, fosters a spirit of inquiry in audiological research, and instills a strong sense of community service. To do this, clinical education experiences are designed to prepare students to meet recognized competencies for independent practice, focusing on evidence-based practices and the entire scope of practice (Standard 22 Accreditation Commission for Audiology Education). The goal is to prepare Doctors of Audiology who demonstrate strengths in:

- The ability to analyze and synthesize information from a broad base of knowledge to develop critical thinking abilities in terms of diagnosis and treatment
- Clinical competency in prevention, evaluation, diagnosis and treatment of patients with varied hearing, communication and balance disorders
- The ability to communicate effectively and professionally
- Self-evaluation skills leading to active development and refinement of clinical competencies and life-long learning
- Ethical and responsible professional conduct
- A problem-solving attitude utilizing inquiry and decision-making capabilities grounded in evidence-based practice

The result of clinical education at the University of the Pacific is to provide students with a solid foundation to succeed in diverse educational, healthcare and rehabilitative environments and to foster the spirit of life-long professional learning, commitment to service and a desire to contribute to the advancement of the profession.

### Student Role in Clinical Education

In the transition from undergraduate education to professional education in a graduate program, it is important to understand that students are responsible for their own learning. Program faculty and staff are available to empower 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 do this, 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. Development of self-evaluation skills requires continued refinement to obtain heightened awareness of what information is known, what is unknown and strategies for obtaining information and developing the clinical skills needed.

Any difficulty in clinical education should result in immediate contact with the Vice Chair and Clinical Director to discuss concerns. Early discussions can prevent later difficulties. Students are also encouraged to communicate with their Advisor regarding any aspect of the graduate program.

## **Technical Standards**

To acquire requisite knowledge and skills to practice as an audiologist, doctoral students must be able to function in a broad variety of clinical situations and render a wide spectrum of patient care. Students must possess certain skills to successfully complete the academic and clinical components of the curriculum and patient care with or without reasonable accommodations for disabilities. All doctoral students must be able to perform tasks such as taking a case history, completing a full diagnostic evaluation for a hearing and/or balance disorder, assessing auditory function, integrating the information to develop a diagnosis and plan for treatment. Ultimately, these tasks must all be completed independently without the aid of an intermediary.

Students must possess essential skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Students must be able to undertake all curricular requirements to the satisfaction of faculty to become competent and reliable practitioners. To this end, the faculty of the Doctor of Audiology Program has established the non-academic criteria (Technical Standards) that doctoral students must possess to enroll in, and to continue in, academic courses and clinic placements required for the Au.D. degree.

These Technical Standards are shown in Appendix D.

## **Professional Protocol for Clinical Practice**

As stated in our mission, we aim to graduate students who exhibit professionalism in clinical practice. Student attainment of professional expectations will be formally measured across a standard set of items at both the midterm and final evaluation periods in each practicum experience (refer to section 5 [Professional Expectations] on the CSFA). Unacceptable performance in Professional Expectations may result in lowering of a student's grade and can result in removal from practicum experiences. A student may be required to participate in a Clinic Remediation Plan when there are issues with professionalism.

The Audiology Faculty developed the following list of Professional Expectations based on the assumption that are behaviors that may be required in work/professional settings, and that students should strive to achieve them commencing the first term of the program.

### **A. ETHICAL PRACTICES**

- Conducts all clinical work in accordance with the University of the Pacific Professional Protocol and the Code of Ethics set forth by the American Academy of Audiology and the American Speech-Language-Hearing Association.

### **B. DEPENDABILITY**

- Prepares for and conducts clinical services as assigned.
- Prepares for and conducts meetings/conferences/consultations (reviews appropriate files, develops questions and/or key points for discussion).

- Carries out all duties to accomplish total case management (e.g., forms, phone calls, referrals, etc.).
- Makes appropriate arrangements and notifies all concerned regarding any schedule/location change or cancellation.

#### C. PUNCTUALITY

- Arrives on time for clinical practicum and is prepared for all appointments.
- Begins appointments on time.
- Does not cancel appointments without approval from Clinical Preceptor.
- In case of student clinician illness, accepts responsibility to:
  - a. Notify clinical preceptor prior to the beginning of clinic
  - b. Call patient/parent if needed
  - c. Discuss arrangements for make-up appointments with clinical preceptor
- When a patient is late, checks with the appointment secretary to see if they cancelled. Then checks with clinical preceptor. Never leaves the clinic without notifying/checking with clinical preceptor first.
- Requests approval for absence from clinic in writing in advance of any anticipated absences from professional responsibilities.
- Submits all written assignments (e.g., test results, reports, letters, etc.) in acceptable form (appropriate grammatical usage, paragraph structure, punctuation, and spelling) by scheduled deadlines.
- Attends all meetings/conferences/consultations on time.

#### D. CONFIDENTIALITY

- Retains clinic folders in assigned locations in clinic, main office, treatment rooms, or graduate room.
- Utilizes discretion concerning patient information in written and oral communication with others.

#### E. COMMUNICATION

- Utilizes appropriate communication (polite, courteous, respectful) in all professional activities.
- Provides appropriate communication model for patients and family.
- Uses appropriate written and oral communication with all persons involved in the case including clinical preceptor, co-clinicians, and other professionals.
- Contacts clinical instructor regarding inability to complete work by designated deadline.

#### F. ACCOUNTABILITY

- Keeps documentation (test results, data on specific goals, correspondence, release of information, hearing aid status etc.) up-to-date and filed in the patient's Electronic Medical Record (EMR).
- Fills out appropriate billing forms in a timely manner.

#### G. DRESS CODE

- Follows Dress Code Policy outlined in the Audiology Student Handbook.

## **Clinical Administration, Measurement & Tracking System**



The Doctor of Audiology Program at Pacific uses the Calipso web-based system for clinical administration and tracking. The program pays an annual fee to use this system and has also paid for the student one-time fee that covers use of this system throughout the entire program and for five years post-graduation. Students receive initial training on Calipso at Clinic Orientation.

The program uses Exaat software system to store and track student paperwork including immunizations, TB testing, background checks, drug screenings, CPR certification, HIPAA training, current medical insurance and other items that will be needed for clinical rotations. Students receive initial training on Exaat during Spring of Y1.

Students should upload copies of all required clearance and certifications. The information must be documented and verifiable at all times. Students will not be permitted to participate in practicum when the required paperwork is not current and complete. This may result in extending a student's program. Additionally, a student's final clinic practicum grade can be lowered by a full letter grade if clinic attendance is affected due to invalid/expired certifications and requirements.

#### *Formative Assessment*

A standardized Performance Evaluation is used to administer the Clinical Skills Assessment of doctoral student clinician performance at midterm and the end of term. Clinical preceptors access the appropriate forms via the web, and students access self-evaluation forms via the New Evaluations link on the Calipso home page. Throughout the program the self-evaluations and clinical preceptor evaluation forms are housed on allowing students to monitor their individual progress across the program and key clinical skills. It is the student's responsibility to make sure that they meet all required competencies (as listed on the CSFA) and to communicate with the Vice Chair & Training if specific clinical experiences are needed to fill gaps in clinical education.

At midterm preceptors and students hold a midterm conference meeting to discuss student progress and skill level up to that point in the semester. Another goal of the midterm evaluation and conference is to define goals for the remainder of the semester. CSFA Competencies not implemented should not be rated and designated not applicable on the evaluation.

At the end of the semester the preceptor and student will again use the appropriate CSFA forms to complete a final evaluation/self-evaluation. The preceptor and student will meet for a discussion of the student's performance.

Students should ALWAYS download copies of any clinic paperwork and evaluations submitted for their own files.

#### *Self-Evaluations and Learning Contract*

Self-evaluations – Students will need to take at least one self-evaluation per semester. If their preceptor requests additional (i.e., midterm self-eval), the student will be required to submit an additional assessment.

Learning Contract - Students should complete the Learning Contract (Appendix E) and discuss it with the Clinical Preceptor. Prior to meeting with the Clinical Preceptor, students should have developed goals to review and discuss. The feasibility of the goals identified by the student should be evaluated with the preceptor. These same goals should be reviewed at the midterm conference and edited/updated to reflect the progress that has been achieved and identify areas for continued development.

Upload all completed/signed documents in the Documents section of Calipso by the end of the second week of the clinic rotation.

### Clinical Tracking

Students are required to record contact time with each individual patient in terms of both the hours and the clinical skills observed and/or performed within 7 days of being completed. If a student does not complete their logs within that time frame, those hours will be lost for approvals (e.g., they will not be added into the student's case or time logs and will not count towards AuD Program or clinical education requirements). This includes all clinical activity: University of the Pacific Hearing & Balance Clinic, community screenings, off-campus, and externship placements. The system will be locked so that records cannot be modified after 10 days from entry.

It is the student's responsibility to ensure that case logs and time logs are current and up to date at all times. Both students and the Vice Chair are able to track a student's progress on patient contact time and experiences by running summaries in Calipso.

### Clinical Time Logs

Students are required to accurately record participation for clinical competencies on a patient-by-patient basis for every encounter during in-house and internship clinical practicum.

Data on the time logs should be from the time you arrive at the clinic in the morning or afternoon until the time that you leave that day. This is all the time that you spend in the clinic doing your prep, patient appointments, paperwork, and administrative duties, not just the time you are with patients. Once you have completed your time slot for that day, the accumulation of hours will end. The time logs are only the time that you are in clinic for your assigned clinic slot.

Each student is required to log all their clinical hours including off-campus sites and during the third-year externship. Clinic hours will be verified and approved by the clinical preceptor. Recording clinical hours in Calipso is necessary to receive grades for the semester. This information is necessary for graduation and state licensure. It is the student's responsibility to maintain accurate records.

### Evaluations & Surveys

Supervisor Feedback Forms – Students will complete a Supervisor feedback at the end of each semester. Forms are due by the end of each term.

Student Evaluation of Clinical Placement - Students will complete a survey on their site at the end of each semester. Forms are due by the end of each term.

## **Minimum Hours Requirements for AuD Clinical Training**

Clinical education requirements, in accordance with ACAE and CAA standards, are defined in terms of the specific skills that must be achieved before completing the doctoral program. Students should be familiar with the standards to ensure that they meet those standards by the end of the program. Please note: all hours obtained within the Doctor of Audiology Program are verified as provided by a licensed audiologist. The Program does not track whether an audiologist has a current CCC-A. Students wishing to apply for the ASHA Certificate of Clinical Competency (CCC-A) will complete any specific hours

requirements post-program and must work with a clinical preceptor who has fulfilled the credentials specified in the 2020 Standards (e.g., III: Verification of Knowledge and Skills).

Requirements for clinical practicum hours established by the Doctor of Audiology Program represent a minimum level goal. Table 1 provides the minimum required hours per clinical course. These hours are recorded by entering Time Logs into Calipso.

<b>Table 1. Clinical Practicum Hours Requirements by Class</b>		
<b>Year</b>	<b>Course</b>	<b>Estimated Hours</b>
First Year	AUDI 385 A-Practicum I	40
	AUDI 385 B-Practicum II	40
	AUDI 385 C-Practicum III	200
Second Year	AUDI 370 A-Internship I	200
	AUDI 370 B-Internship II	200
	AUDI 370 C-Internship III	50
Third Year	AUDI 388 Externship I, II, III	1850

The estimated patient contact hours requirements for students as determined by the Doctor of Audiology Program are defined in Table 2. Students must demonstrate skills in providing prevention, screening, evaluation, amplification and assistive technology, and treatment. Students must also achieve a minimum number of hours of professional outreach and volunteerism. These time totals are recorded by entering Case Logs into Calipso.

<b>Table 2. Minimum Patient Contact Hour Requirements for Clinical Training</b>						
	Min # Hours	Evaluation	Amp & HAT	Treatment	Hearing Screening	Outreach & Volunteerism
<b>Adults</b>	50	40	30			
<b>Pediatrics</b>	50	40	10			
<b>TOTAL</b>		80	40	20	15	15

## **Professional Outreach and Volunteerism**

The mission of the University of the Pacific includes learning experiences integrating professional education to prepare individuals for lasting achievement and responsible leadership in our communities. University of the Pacific alumni strive for professional pursuits that are service-centered, are fully engaged with the changing world, and reinforce learning as a lifelong process. The Department of Audiology mentors students towards that goal by providing opportunities for students to develop professionalism, leadership, and a strong commitment to the profession of Audiology and its community.

To this end, all students participate in professional and community outreach events and volunteerism within the program and community. Students are required to participate in events hosted by the Student Academy of Audiology (SAA), the Dugoni Dental School, the Thomas J. Long School of Pharmacy and Health Sciences, the Department of Audiology and other organizations. All students must complete

a minimum of 15 hours of professional/community volunteerism and 15 hours of Hearing Screenings services.

## **Clinical Performance**

The program carefully documents the students' clinical progress at regularly scheduled conferences and meetings, held each semester. The faculty welcome additional requests for advising on an individual basis as needed.

### *Clinical Performance Criteria*

The purpose of clinical grades is to evaluate and document progress towards attainment of clinical competencies and professional responsibilities. Clinical grades provide formative measures of student performance across the clinical education program in meeting ACAE, CAA and Au.D. program requirements. Students must demonstrate satisfactory performance each semester in their clinical practicum assignment in order to proceed in the program.

Students enrolled in AUDI 385 (year one clinic practicum), AUDI 370 (second year clinic practicum) or AUDI 388 (third year externship) will be evaluated throughout their clinical placements using the Clinical Skills Formative Assessment (CSFA). The Formative Assessment ratings are progressively structured to reflect 3 years of clinical practicum that require increased competency levels each semester.

### *Clinic Probation*

See "Minimum Clinical Grade Requirement" in Section I for details.

### *Clinic Remediation Policy*

Occasionally, significant difficulties may be identified in clinical skills performance and/or interpersonal/professional capabilities. Once difficulties have been identified (e.g., practicum grade, skills performance, professional and/or interpersonal behaviors), the student will meet with a remediation team comprised of the student's advisor, the Vice Chair (DCE), and the student's clinical preceptor to discuss placement into a formal remediation plan.

Remediation goals, objectives and requirements will be discussed and developed. The student will be informed that his/her clinical participation privileges are at risk of being suspended and will be given specific written remediation recommendations.

Identified remediation areas will be tracked during the remediation period using the Remediation Tracking Spreadsheet to evaluate student performance. The student is required to discuss the remediation plan with his/her Clinical Preceptor to develop clinical experiences in the areas of concern. The DCE in close consultation with the Clinical Preceptor will determine the performance outcome on the remediation plan.

### *Remediation Outcomes*

Failure to meet the remediation criteria may result in a failing grade for clinic (B- or lower). Clinical hours for neither the practicum nor course credit will count towards California licensure, ACAE or CAA competencies or the degree.

See "Minimum Clinical Grade Requirement" in Section I for details.

### *Eligibility Policy*

See “Minimum Clinical Grade Requirement” in Section I for details.

## **Prerequisites for Clinical Experience**

### **Communication Competency**

Prior to participating in clinical practicum, students must be able to comprehend and communicate intelligibly and effectively in English. This includes understanding oral and written instructions, writing reports of clinical observations, evaluation and treatment sessions, outcomes, and correspondence with other healthcare professionals. Students must demonstrate English writing that is grammatically correct and uses basic rules of technical writing (e.g., punctuation, capitalization, etc.) appropriately.

Students must be able to comprehend and communicate the English language that is readily understandable by patients and must be able to adapt to the needs of hearing-impaired individuals. Students’ speech and language must be intelligible and comprehensible for the reliable and valid administration of instructions, testing, evaluation and counseling.

Informal screening/assessment techniques will be utilized by the Vice Chair and Training and the Clinical Faculty to determine the adequacy for clinical education. Students not meeting communication competency will not be able to participate in clinical education until adequacy of English language skills are demonstrated. Any concerns regarding communication competence should be brought to the attention of the Vice Chair and Training immediately. A student may initiate discussion regarding their own communication skills. Academic advisors, faculty members, or clinical faculty may also identify students who are not demonstrating adequate communication competence in one or more areas.

### **Professional Liability Insurance**

With registration in the program, all students are covered under the University of the Pacific Professional and General Liability insurance policy. The policy includes coverage for student activities performed within the course and scope of their duties while participating in clinical education experiences. In order to participate in clinical education at an external site, there must be a contract in place between the University and the agency. This agreement will be initiated and established via the Vice Chair for the University of the Pacific Office of Enterprise Risk Management. For legal and liability purposes, students are not allowed to participate in clinical experiences without an established agreement.

### **Medical Insurance Coverage**

To ensure academic success, Pacific mandates that you maintain comprehensive health insurance. Additionally, some clinical internship and externship sites will require proof of current medical health insurance prior to starting a clinical rotation.

All students are automatically enrolled in the Anthem Blue Cross of CA plan each academic year. However, students who are able to demonstrate comparable coverage may opt out. If you already have your own health insurance, you must complete the waiver by the deadline date. If the waiver is not completed, you will be auto-enrolled in the student plan at a cost of \$1,671 per semester/\$3342 annually. Once you are billed, the cost of coverage is not refundable.

The waiver/enrollment process is a requirement you must meet each academic year. For more information on requirements for comparable coverage and waiver deadline dates, go to: <http://www.pacific.edu/insurancewaiver>. Any student who has not provided verification of current medical health insurance is ineligible to participate in clinical practicum.

## **Medical Clearances and Drug Screenings**

The University of the Pacific Doctor of Audiology Program has a policy on Criminal Background Checks and Drug Testing for all students. This policy was established to align the school with emerging state and federal accreditation and licensing standards.

The program uses Exaat software system to store and track student paperwork including immunizations, TB testing, background checks, drug screenings, CPR certification, HIPAA training, current medical insurance and other items that will be needed for clinical rotations. Students receive initial training on Exaatt during Spring of Y1.

A copy of the student's criminal background check and drug testing will be provided to any clinical practice site that is participating in the academic training of that student, upon written request from the practice site and/or if determined by the school at its discretion. The practice site is responsible for determining whether the student may participate in that setting.

## **Immunizations and Basic Life Support**

### *Immunizations*

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. Maintenance of immunity is therefore an essential part of prevention and infection control.

The vaccines required are Tetanus, Diphtheria, and Pertussis (TDAP), Measles, Mumps and Rubella (MMR), Varicella, and Influenza. Positive Rubella Titer is required in addition to MMR vaccination.

All clinical preceptors and graduate clinicians must have an annual tuberculosis skin test (PPD). Proof of the test is kept on file in the clinic. If a clinical preceptor or student has a positive test on the PPD, then they must supply the clinic with proof of a clear chest x-ray or other appropriate treatment. If the clinic has proof of a clear chest x-ray on file, then the person does not need any further testing unless symptoms appear.

All clinical faculty and students must have the seasonal vaccine to participate in clinical classes from October through March.

### *Basic Life Support Certification*

All clinical faculty and students must have current Basic Life Support (BLS) certification with Cardio Pulmonary Resuscitation (CPR) and Emergency Cardiovascular Care (ECC) for healthcare providers to participate in clinical practicum. Online only CPR training program or CPR programs focusing only on infants cannot be used to meet the BLS requirements. Generally, BLS for healthcare providers will fulfill the requirements for both in-house placements, internship rotations and externship requirements. All BLS training must be provided by The American Heart Association (AHA). BLS training obtained by any other organization will require the student to repeat the course through the AHA at their own expense.

## **Training and Certifications**

Being a professional within the healthcare field will require mandatory and periodic training before you are allowed to be in the clinic or see patients. The following training is required and must be completed prior to entering the program.

### *Mandated Reporter Training*

In California, certain individuals are mandated by law to report known or suspected child abuse. These mandated reporters are listed in the Child Abuse and Neglect Reporting Act (CANRA), which contains over 40 categories. The training is a web-based training program and certification and can be found at: <https://mandatedreporterca.com/training/medical-professionals>. After successful completion of the program, download the certificate and upload/post a copy in Exaat. Students should keep the original certificate for their records.

### *HIPAA*

Prior to participating in clinical education or observation activities, students must complete the University of the Pacific HIPAA training on privacy protection for patients. Students receive information on how to access the web-based training program and certification. After successful completion of the program, download the HIPAA Certificate and upload/post a copy in Exaat. Students should keep the original certificate for their personal record as evidence of HIPAA training may be required by clinical sites. Students may also be required to complete additional agency-specific HIPAA training.

## **On-Campus Clinical Practicum**

### **Approach to Practicum Teaching**

On-Campus 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 Preceptors help students make connections between academic learning and patient services across a range of communication 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 more than 90% of the time. In addition, Clinical Instructor mentoring and support help establish a foundation of clinical competencies.

## **On-Campus Practicum courses**

Commencing with the first semester of the Au.D. program, students will begin guided patient care experiences in the on-campus clinic to obtain a variety of experience in support of academic coursework. These experiences are designed to give students multiple opportunities to develop clinical competencies and perform independently for an entry-level professional position upon completion of the curriculum. The progression of clinical education experience allows students to integrate academic knowledge into clinical performance to develop critical thinking capabilities leading to independent practice.

During on-campus practicum courses (AUDI 385A and B), students will be in clinic one to two days per week at the University of the Pacific Hearing & Balance Center. They will accrue approximately 40 hours of contact hours per semester. Each student will be required to demonstrate skills learned in the clinic through direct patient contact, course assignments, and comprehensive practical exams. Grades of these courses will be based on a combination of performance on clinical assignments, practical and written exams and the primary preceptors' evaluation of performance on the Clinical Skills Formative Assessment (CSFA). Clinical practicum hours will only be earned when all clinical assignments for the practicum sites have been completed.

Students will typically remain at the in-house clinic for two or three semesters, depending on the individual rate of progress. During this time, clinical faculty preceptors work closely with students providing direct instruction, modeling of clinical behaviors, suggesting resources and developing learning activities. Instructions focus 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.

## **Core Clinical Competencies**

On-Campus Core Clinical Skills are critical skills that a student must demonstrate before they begin Off-Campus practicum (AUDI 385C and 370 series). Students must complete all competencies by the assigned due date and are expected to maintain their competency level after being signed off on Core Clinical Skills.

The student must arrange to demonstrate the skill to a Clinical Preceptor, Faculty Member or Lab Instructor. A student's performance level must be demonstrated and assessed multiple times, providing formative measures of their development, attainment, and maintenance of the Core Clinical Skill. The same preceptor/faculty member may sign off on a Core Clinical Skill more than once but it must be demonstrated on separate days. The same preceptor/faculty member is not allowed to sign off on all three competency events.



# Clinical Internship

## Eligibility for Clinical Internship Experiences

Preparation for Clinical Internships will begin the first week of the AuD Program and will work towards clinical readiness and independence. Internships are targeted to begin the summer semester of year one or the fall semester of year two based on the individual student's rate of progress. If the Clinical Internship experience begins the summer of year one, the student will experience three off-campus rotations. If the Clinical Internship experience begins in the fall of year two, the student will experience two off-campus rotations.

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

1. Successfully complete all of the academic classes in the fall and spring semesters of year one in the program
2. Complete the In-House Core Clinical Competencies
3. Not be on remediation for clinic practicum in the current semester

The Bay Area offers a wide variety of settings where students participate in Clinical Internship rotations. Opportunities are available to work in setting such as acute care hospitals, Veterans Administration Healthcare facilities, early intervention programs and private practices. Every site must have an executed affiliation agreement as initiated by the Vice Chair & Training and completed through the Office of Risk Management at University of the Pacific prior to student placements.

## Clinical Internship Placement Procedures

The goal of internship placement rotations is to provide students with an extensive and well-rounded experiential learning and clinical experience before attending their externship in the final year. To achieve this goal, in consultation with the faculty, has the authority to determine the most appropriate placements for each student based on the options available each semester. The DCE also holds the responsibility to help develop a series of clinical experiences for each student to meet California audiology licensure, Program, ACAE and CAA accreditation requirements.

The DCE manages 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 possible. Considerations in placements parings are inclusive of, but not limited to:

- Student grades/ skill competency/ practical scores
- Student's clinical interests
- Core Competency completion
- Accreditation requirements
- Site needs

- 1) Students may NOT develop or arrange their own clinical sites.

- a. Students will have the opportunity to share preferred settings (e.g., hospital, private practice), types of experiences (e.g., pediatric), possible sites, and specialty clinics when planning for externships and long-term career goals.
- 2) Placement in their desired location is considered, but not guaranteed.
- 3) Students can request new sites be added to the site database by contacting DCE.
  - a. Students are not allowed to reach out to new sites directly.
- 4) Students must provide their own transportation to clinical internships.
  - a. Access to a vehicle is recommended.
  - b. Commute times can extend up to 90 miles or 120 minutes or less one-way.
  - c. Some quality and specialized rotations may have a commute as long as 120-180 minutes one-way.
  - d. 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.
  - e. Students are responsible for all financial costs associated with travel and/or relocation regardless of the cause.
- 5) The Program reserves the right to replace a student's rotation with an additional rotation. The student will be notified as soon as possible in the event that this occurs.
- 6) Students may not switch site assignments with other students. If a change in arrangements is desired, the involved students must reach out to the DCE first.
- 7) Some students may consider relocation during internship year. Regardless of living arrangements, all students are expected to attend in-person any and all scheduled and registered classes, labs, or events on- campus as outlined in the didactic curriculum.

Accreditation guidelines state that students may not make their own arrangements for practicum assignments or clinical experiences. All external sites require an affiliation agreement between the University and the agency. This agreement will be initiated and established via the DCE for the University of the Pacific Office of Enterprise Risk Management. For legal and liability purposes, students are not allowed to participate in clinical experiences without an established agreement. 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.

## **Onboarding and Coordination with Internship Site**

Every site 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 have three weeks from the notification of clinical rotation to complete all of the onboarding requirements. Failure to complete these requirements may result in the Clinical Internship being cancelled.

***If a drug screening is required,*** the student should complete that testing IMMEDIATELY. Results from the testing can take up to 14 business days to be returned. If the drug screen results are not returned to the program by the three-week deadline, the clinical rotation may be cancelled. This will result in the student having to delay the externship by one semester and may result in additional tuition and fees.

Within three weeks of receiving notification, all required training modules and documents must be completed and uploaded into Calipso. Additionally, the student must also make sure the supporting

documentation located within their Exaat account profile is uploaded and current (e.g., ALL upload fields on the right hand of the student's "Modify Account Information" screen: CPR, TB test, Medical Insurance info, etc.).

Once all onboarding requirements are completed and submitted, the student should reach out to the Clinical Preceptor via email to introduce his/herself and verify there are not any additional requirements the preceptor needs completed. The DCE should be cc'd on this email.

In the email to the primary preceptor include the following information:

1. A brief introduction
2. Advise the preceptor all onboarding documentation has been submitted

**NOTE: *Make sure to send your email to the Clinical Preceptor noted on your schedule.*** The clinical preceptor with whom you are scheduled may be different than the clinical site contact. ***Add the Vice Chair & Training as a "cc:" on the email sent to the Clinical Preceptor.***

## **Walk-In and Administrative Rotation**

Students will be required to complete their assigned walk in rotation. Walk in assignments are arranged by the DCE and senior students should expect one to two rotations ranging from 2 - 6 sequential weeks, during their time at UOP. These rotations can occur in either first or second year.

Walk- In and Administrative assignment is a part of clinical training and attendance is required. Should you need to miss a day, the DCE and UOP Hearing and Balance Clinic director should be notified in advance, and you should work to secure and exchange a day with a peer in your cohort. Failure to do so may be considered a no-show, and can impact your final grade for clinical practicum/ internship.

## **Clinical Supervision**

Au.D. student clinicians will often be assigned to more than one preceptor during each semester of practicum. According to ACAE and CAA guidelines supervision must be sufficient to ensure the welfare of the patient and the student in accordance with the AAA and ASHA Codes of. The specific amount of direct supervision will depend upon individual needs. Preceptors and students will coordinate to discuss expectations and requirements for clinic.

## **Clinical Externship**

### **Eligibility for Externship Experiences**

The Externship is an 11-to-12 month position that starts late June in Summer semester of year two. A student will accumulate a minimum of 1,850 clinical hours over the course of the externship. The Vice-Chair oversees all AuD externship arrangements. 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 many sites do not have an associated compensation package. Students should keep this in mind when deciding where to apply.

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

1. Complete all academic requirements through year two
2. Successfully complete/pass the Year 2 Qualifying Exam
3. Not be involved in a current remediation

## Finding and Establishing Externship Sites

The program has a long-standing relationship with a network of externship sites. The Vice-Chair is responsible for maintaining and expanding the network. A list of available externship sites will be available to the students prior to the application season.

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

### *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 three 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.

### *Establishing New Externship Sites*

If a student is interested in establishing a new externship affiliation, the student may request the site by emailing the Vice-Chair.

Ensure adequate time for the Vice-Chair to establish contact and conduct a pre-application interview of the requested site. During this interview, the Vice-Chair 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.***

Subsequent determination that a site qualifies as an externship placement will be conducted after a student receives an offer for an externship. ***The student is not allowed to accept an externship offer until the site has been fully vetted to include extensive information-gathering and either an in-person or virtual site visit.***

### *State Authorization Requirements*

Individual states have designed authorization processes to regulate educational activities taking place within their boundaries by extra-jurisdictional educational entities. As part of the authorization process, formal approval must be granted from the Office of the Provost in order to place students in any state outside of California. As the procedure for establishing authorization to place a student may be lengthy, any interest in applying for an externship placement in another state should be discussed with the DCE early in the application process and prior to applying for an externship. All requests will be sent to the

Office of the Provost and the student will be informed of the outcome and ability to proceed with the application.

## **Applying for Externship Placements**

In the AUDI 373 Professional Issues I class (Year one Summer), the Vice-Chair will hold discussions with the student on various aspects of the externship application process.

All students will prepare and have the externship applications ready to be sent out by timelines designated by the Vice-Chair.

Be mindful of the externship deadlines for the individual sites. Some sites have deadlines in mid-August or earlier.

### *Application Follow-Up and Externship Interviews*

Once the applications have been sent, the student should follow-up with the site regarding the status of the application and next steps. Available time for interviews should be prioritized to minimize time away from classes and clinic. Clinic rotations are scheduled so the student has the 2<sup>nd</sup> and 4<sup>th</sup> Thursday of the month available for meetings with faculty and interviews.

Keep in mind Clinical Internships require an estimated 200 hours to fulfill semester requirements. If it is necessary to miss a day of clinic, the student should ask permission for the absence from the clinical site preceptor and wait for the Vice-Chair. to approve the absence. Upon approval, the student will be allowed to schedule the interview(s) for the day(s) requested. Any time missed during the clinical internship must be made up prior to the end of finals week.

### *Accepting an Externship Offer*

Externship application periods are a complex and stressful time and may not become less stressful when externship offers start being extended. The complexity of the different site application deadlines, interviews and subsequent offers can be quite overwhelming. A student should be mindful of the application deadlines and has the ability to ask a site what the anticipated timeline for extending offers may be.

Scheduled interviews may not be completed by the time the initial externship offer is received. If this happens, the student may ask the offering externship site for additional consideration time in order to finish interviewing. The site may or may not grant that request. If extended time is **not** granted, then the student will need to decide if he/she wants to decline the initial offer and wait for the decision from another externship site, or if he/she wants to accept the offer and remove their application from consideration at the remaining sites.

Upon receiving an offer that the student would like to accept, he/she must immediately contact the Vice Chair & Training. At that time the Director will contact the site and schedule a site visit to discuss establishing an affiliation agreement, credentialing of the preceptors who will be involved, determine licensure requirements, etc. **Students are not allowed to ACCEPT the externship until the DCE has fully vetted the site.**

Once the student has accepted an externship offer, he/she should inform all remaining sites of the need to remove their application from consideration. If a student has accepted an externship offer at one site, the student is no longer eligible to entertain other externship offers. If another site contacts the student at a later date offering an externship position, the student will politely inform the site that he/she has already accepted a position and is not available for the opportunity.

## **Registration and Grade Assignments for Externships**

During the externship year, all students will register for both the Externship Practicum class (AUDI 388 series) and the Externship Seminar Class (AUDI 389 series) during the fall, spring and summer semesters. **Graduation for all students will be official at the end of the summer semester (August) of the third semester.**

Grades will be assessed on a semester basis. A student must earn a grade of B or higher in the externship practicum course (AUDI 388 series) for three semesters. **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.

## **Fulfillment of the Externship**

The externship is a full-time, 11-to-12-month requirement. A minimum of 1850 hours must be obtained to complete the requirement of the externship and be eligible for graduation. All sites working with the University of the Pacific have agreed to the 11-to-12 commitment. If the student is unable to meet the minimum number of hours required within the time frame, it may delay graduation, and may require additional tuition and fees.

Sites do not have any obligation to extend the externship to accommodate a lack of hours. Plan the time away from work for holidays, graduation, professional education events, and vacation/sick time carefully.

## **Program Requirements**

As the externship approaches completion, the Preceptor and student will work in conjunction to complete all required paperwork. Once ALL required paperwork is received by the Vice-Chair, and the student has completed all of the requirements of the Externship Seminar class, the student should leave ten business days for processing. Grades will not be posted until the end of the semester (in August). Final transcripts with the terminal degree listed will be available after the summer semester has ended.

### *Clinical Hours Verification*

Upon receipt of the finalization document, reports will be generated calculating the total hours and clinical experiences for the Doctor of Audiology Program. In addition to 1850 hours for the externship,

all other program requirements must be achieved. Official documentation of acquired hours and clinical skills will be generated and uploaded to the student profile in Calipso. Students have access to the uploads/documents in Calipso for five years post-program completion. It is highly recommended that the student download all documents and verification for their own records should they elect to discontinue Calipso membership and access to information.

## Licensure Requirements

### *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 SLPAHADB prior to the 12-month date will be returned to the student.

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.

### *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 **mail** 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 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 a dispensing license and include the license number. This will alert the SLPAHADB that you should have a *dispensing* audiology license.

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 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.

**For the state of California**, the SLPAHADB will process an audiology license with an official transcript from the last semester of registration (e.g., summer semester) and a letter of degree verification from the university.

Students should order an official transcript to be sent during the final summer semester (if in California) or an official final transcript that *includes the degree* that has been conferred. Any transcript questions should be directed to the Office of the Registrar.

### *Praxis Examination*

Students are responsible for signing up to take the National Examination in Audiology (Praxis), and are encouraged to take Praxis for Audiology (Test code 5343) before starting their externship.

The Praxis score report must be sent directly to the Board (Reporting Code 8544) and is required in order to obtain a license in the State of California. Students' Praxis scores must also be sent to the program (Reporting Code 0029), as part of the accreditation requirements.

## **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. Letters will not be sent to the student.

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 University of the Pacific. 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.



# Section IV: Appendices

# Appendix A: Advising Documents



## Doctor of Audiology Program Student Evaluation and Recommendations for First Year Students

Name of Student: \_\_\_\_\_ Term and Year Being Evaluated: \_\_\_\_\_  
 Name of Advisor: \_\_\_\_\_ Graduation Year: \_\_\_\_\_  
 Date of Review: \_\_\_\_\_

This evaluation represents input received from relevant instructors for the term and the Director of Clinical Education & Training regarding your overall performance in the program for the indicated term and any recommendations that have been made. If the evaluation indicates areas in need of improvement, your primary advisor will discuss options with you. If your performance is unsatisfactory in any category, the faculty will review the information and make recommendations. If you have any concerns about the evaluation or process, please feel free to discuss them with the Director of Clinical Education & Training and/or Department Chair. A copy of this evaluation is kept in your file and, if requested, a copy will be given to you.

Rating for Term	Unsatisfactory	Needs Improvement	Satisfactory	Not applicable
Academic				
Clinic				
Qualification Exams				
Generic Abilities				

*Department of Audiology*  
 155 Fifth Street San Francisco, CA 94103 Tel 415.400.8219 Fax 415.400.8421  
**STOCKTON SAN FRANCISCO SACRAMENTO**

## Appendix B: Current Doctoral Student Handbook Curriculum Schedule

Year 1				
	Dept.	Num.	Course	Units
<b>Semester 1</b>				
	AUDI	301	Anatomy & Physiology of Hearing	3
	AUDI	303	Signals and Systems	3
	AUDI	305	Diagnostic Audiology I	3
	AUDI	307	Diagnostic Audiology II	3
	AUDI	315	Amplification I	3
	AUDI	385 A	Audiology Practicum I	1
	AUDI	386 A	Practicum Seminar I	1
	AUDI	306	Diagnostic Audiology Lab	1
	AUDI	316	Amplification Lab	1
<b>Semester 2</b>				
	AUDI	309	Diagnostic Electrophysiology I	3
	AUDI	311	Pediatric Audiology	3
	AUDI	317	Amplification II	3
	AUDI	340	Deaf Culture and Communication Systems	1
	AUDI	345	Hearing Disorders	3
	AUDI	385 B	Audiology Practicum II	1
	AUDI	386 B	Practicum Seminar II	1
	AUDI	310	Diagnostic Electrophysiology Lab	1
<b>Semester 3</b>				
	AUDI	331	Vestibular Assessment I	3
	AUDI	367	Vestibular Assessment II	3
	AUDI	371	Counseling	3
	AUDI	339	Psychoacoustics	3
	AUDI	373	Professional Issues I	1
	AUDI	385 C	Audiology Practicum III	1
	AUDI	332	Vestibular Assessment Lab	1
<b>Year 2</b>				
	Dept.	Num.	Course	Units
<b>Semester 1</b>				
	AUDI	319	Amplification III	3
	AUDI	368	Physical and Behavioral Health for Audiology	2
	AUDI	321	Auditory Implants	3
	AUDI	347	Tinnitus Assessment and Treatment	3
	AUDI	338	Speech-Language Pathology for Audiology	2
	AUDI	383	Professional Issues II	1

	AUDI	370	A	Internship I	3
<b>Semester 2</b>					
	AUDI	325		Aural Rehabilitation	3
	AUDI	343		Research Methods	3
	AUDI	349		Industrial Audiology	3
	AUDI	364		Diagnostic Electrophysiology II	2
	AUDI	358		Pharmacology and Ototoxicity for Audiologists	2
	AUDI	393		Professional Issues III	1
	AUDI	370	B	Internship II	3
<b>Semester 3</b>					
	AUDI	355		Practice Management	3
	AUDI	362		Comprehensive Differential Diagnosis	2
	AUDI	366		Advanced Topics in Research, Practice and Technology	2
	AUDI	313		Central Auditory Processing – Diagnosis and Management	3
	AUDI	370	C	Internship III	1
<b>Year 3</b>					
	<b>Dept.</b>	<b>Num.</b>		<b>Course</b>	<b>Units</b>
<b>Semester 1</b>					
	AUDI	388	A	Externship I	9
	AUDI	389	A	Externship Seminar I	1
<b>Semester 2</b>					
	AUDI	388	B	Externship II	9
	AUDI	389	B	Externship Seminar II	1
<b>Semester 3</b>					
	AUDI	388	C	Externship III	9
	AUDI	389	C	Externship Seminar III	1

## **Appendix C: Academic Complaints to the Program's Accreditation Bodies: ACAE and CAA**

### **Accreditation Commission for Audiology Education (ACAE)**

The Accreditation Commission for Audiology Education (ACAE), through its established procedures of evaluation and monitoring, attempts to ensure that AuD degree programs maintain high standards of educational quality.

The ACAE was not created to serve and will not serve as an arbiter or mediator of disputes that may arise between the AuD degree programs and other parties. However, the ACAE is interested in hearing from groups or individuals who may have specific comments relating directly to a program's lack of compliance with the ACAE Standards and requirements.

The institution shall inform its students of the ACAE's mailing address and/or telephone number (Address: Director, ACAE, 11480 Commerce Park Drive, Suite 220, Reston, VA 20191. Telephone: 703-226-1056), the procedures for filing complaints with ACAE (as described below), and that only complaints relating directly to the lack of compliance with the Accreditation Standards and requirements of accreditation will be considered by the ACAE. Upon advice of counsel, the Board retains the right to withhold public disclosure of information if potential legal action is involved in the complaint.

### **Council on Academic Accreditation (CAA)**

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

Before filing a complaint, it is strongly recommended that you read Chapter XIII: Complaints in the Accreditation Handbook [PDF].

Complaints about programs must meet all of the following criteria:

- Be against an accredited graduate education program or program in candidacy status in audiology or speech-language pathology
- Relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology in effect at the time that the conduct for the complaint occurred, including the relationship of the complaint to the accreditation standards
- Be clearly described, including the specific nature of the charge and the data to support the charge
- Be within the timelines specified below:
  - If the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation\* from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint

- If the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred
- If the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed

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

## Appendix D: Technical Standards

### Technical Standards Doctor of Audiology (Au.D.) Program

In order to acquire the knowledge and skills requisite to the practice of audiology, students must be able to function in a broad variety of clinical situations and render a wide spectrum of patient care. Students must possess certain skills to successfully complete the academic and clinical components of the curriculum and patient care with or without reasonable accommodations for disabilities. All doctoral students must be able to perform tasks such as taking a case history, completing a full diagnostic evaluation for a hearing and/or balance disorder, assessing auditory function, integrating the information in order to develop a diagnosis and plan for treatment. Ultimately, these tasks must all be completed independently and are essential to a professional clinical practitioner.

The University of the Pacific will provide reasonable accommodations to students with disabilities otherwise qualified to complete the essential functions of the curriculum. However, such essential functions must be completed by the student in a reasonably independent fashion. The safety and welfare of a patient shall never be put in jeopardy as a result of an effort to reasonably accommodate a disability.

Students must possess essential skills and attributes in five areas: communication, motor, intellectual- cognitive, sensory-observational and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Students must be able to undertake all curricular requirements to the satisfaction of faculty to become competent and reliable practitioners. To this end, the faculty of the Doctor of Audiology Program has established the non-academic criteria (Technical Standards) that doctoral students must possess to enroll in and to continue in academic courses and clinic placements required for the Au.D. degree.

The Doctor of Audiology is a three-year program that requires the acquisition of professional attitudes, skills and behavior as well as the accumulation of scientific knowledge. Graduates will complete two years of a resident academic and clinical education with a third year externship experience. The Au.D. degree certifies that the student has acquired the broad base of knowledge and skills required for the practice of audiology and is eligible for professional licensure and, if desired, certification. Candidates for the Au.D. degree must have abilities and skills in the five areas outlined below. Technological compensation or reasonable accommodations can be made for some disabilities in certain areas but a candidate should be able to perform all of these tasks in a reasonably independent manner.

The items in **Bold Font** in the expanded areas are considered particularly relevant and should be present when a student begins the doctoral program. The burden is on the applicant to demonstrate that he/she can meet the essential functions or requirements of the program with reasonable accommodations when necessary.

Communication Skills: A student must possess adequate communication skills to:

- **Demonstrate reading and writing skills sufficient to meet curricular and clinical demands.**
- **Demonstrate non-verbal communication skills sufficient to meet curricular and clinical demands.**
- **Modify communication style to meet the communication needs of the patients, caregivers and other persons served.**
- Communicate effectively and proficiently in oral and written English. Skills must be at a level that can be easily understood by patients, caregivers of the patients, health care professionals and colleagues for general interactions, for administration of tests, and other related functions associated with professional practice.
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally and effectively on patient documentation, reports, and scholarly papers required as part of coursework and professional practice.
- Accurately convey information with relevance and cultural sensitivity.

Motor: A student must possess adequate motor skills to:

- **Access transportation to academic and clinical placements.**
- **Participate in classroom and clinical activities for the defined workday.**
- Respond quickly in the event of an emergency situation (fire, choking, earthquake, etc.) to provide patients a safe environment.
- Efficiently manage testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Safely and reliably access and control clinic and patient equipment (e.g., audiometers, hearing aids, computers, etc.).
- Access technology for clinical management (i.e., billing, medical charts, blueprint, canvas, etc.).

Intellectual/Cognitive: A student must possess adequate intellectual and cognitive skills to:

- **Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet academic and clinical demands.**
- Formulate written and verbal assessments and therapeutic judgments to meet curricular and clinical demands
- Self-evaluate, identify and communicate limits of one's own knowledge and skills to appropriate professional level
- Identify and utilize resources in order to increase knowledge and skills

Sensory/Observational: A student must possess adequate sensory skills of vision, hearing, tactile and smell to:

- Effectively observe and function (in visual and auditory modalities) in both clinical and academic settings, including observing a patient's verbal and non-verbal responses to sensory stimuli.
- Identify need for alternative modalities of communication.



- Recognize when a patient does or does not understand the clinician's written and/or verbal communication.
- Identify anatomic structures of the hearing mechanism.
- Discriminate and comprehend text, numbers, tables and graphs associate with diagnostic instruments and tests.
- Assess and troubleshoot amplification and assistive listening systems.

Behavioral/Social: A student must possess:

- **Appropriate interpersonal skills with patients, care givers and professionals, and the demeanor and rapport necessary for quality patient care.**
- **Mature, empathetic and effective professional demeanor by exhibiting compassion, integrity and concern for others.**
- **Capacity to maintain composure and continue to function well during periods of high stress.**
- **Compassion, integrity and empathy for others**
- **Respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, cultural and socioeconomic backgrounds.**
- **The emotional health to carry out the tasks set forth in these standards.**
- Perseverance, diligence and commitment to complete a program requirements.
- Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.
- Ability to critically evaluate his/her own performance and identify tactics to improve performance, both with and independent of faculty assistance.
- Integrity and ethical skills to abide by the Code of Ethics and university and federal privacy policies.
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Capacity to accept appropriate suggestions and constructive criticism and respond by modification of behavior.
- Dress appropriately and professionally.

Students should carefully review these technical standards to determine if assistance is needed to perform any of the required tasks. If you feel you are unable to meet these standards, it is your responsibility to notify the appropriate faculty member(s) to seek accommodations, and then to register with the Office of Services for Students with Disabilities (SSD) for information on how to obtain an Accommodations Request Letter.

SSD has a three-step process for initiating accommodations:

1. Student meets with the SSD Director and provides documentation and completes registration forms.
2. Student requests accommodation(s) each semester by completing the Request for Accommodations Form.

3. Student arranges to meet with his/her professors to discuss the accommodation(s) and to sign the Accommodation Request Letter

**To ensure timeliness of services, it is preferable that you obtain the accommodation letter(s) from the Office of SSD within 1 week of the beginning of the semester. *After*** the instructor receives the accommodation letter, it is the responsibility of the student to schedule a meeting with each instructor during office hours or some other mutually convenient time to arrange the accommodation(s). Accommodations cannot apply until SSD receives a signed copy of the accommodation document. Accommodations are not retroactive.

The Office of Services for Students with Disabilities is located in the McCaffrey Center, Rm. 137. Phone: 209-946-3221. Email: [ssd@pacific.edu](mailto:ssd@pacific.edu). Online: [www.pacific.edu/disabilities](http://www.pacific.edu/disabilities)

# Appendix E: Learning Contract

Doctor of Audiology Program  
Clinical Rotation Learning Contract

*Students should review these materials with the preceptor and both parties should sign the contract, with each party receiving a signed copy. Create and upload a PDF of the completed contract in the External Documents of your Typhon profile **by the end of the second week of the semester.***

Semester/Year: \_\_\_\_\_  
Student: \_\_\_\_\_ Site: \_\_\_\_\_

\*Lead Preceptor: \_\_\_\_\_ License #: \_\_\_\_\_  
Email: \_\_\_\_\_  
Assisting Preceptor: \_\_\_\_\_ License #: \_\_\_\_\_  
Email: \_\_\_\_\_

\*If more than one preceptor is identified, we ask that the lead preceptor complete this contract with the student. Please also document assisting preceptor(s) for our records. The lead preceptor will remain the main point of contact for UoP and will complete the official student clinical evaluations at the mid-term and final part of each semester. Lead and assisting preceptors are encouraged to complete student clinical evaluations together.

*The student will initial to verify completion of each of the following items:*

**1. Learning Profile**

- \_\_\_\_\_ Discussed contents of Individual Learning Profile with preceptor
- \_\_\_\_\_ Upload/Update Individual Learning Profile to Typhon portfolio by end of Week 2

**2. Schedule**

Students in Year 1 clinical practicum courses (AUDI 385) are required to attend clinic (15 weeks fall/14 weeks spring) and achieve a minimum of 225 clinical hours during the first year (fall, spring, summer). Any missed clinic hours needed to achieve 225 hours should be made up no later than the last day of finals week.

- \_\_\_\_\_ Established attendance schedule with preceptor and entered details on **My Schedule** in Typhon as “Absence – Student Request on Learning Contract”

Provide specific schedule information below:

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_  
\_\_\_\_\_ Days/times expected to be onsite (e.g., Tues, Wed, Thurs 8 am – 5 pm)

\_\_\_\_\_ Planned absence(s) entered into the Typhon schedule (shown as “Absence – Student Request on Learning Contract”)

**3. Student Responsibilities and Goals**

- \_\_\_\_\_ Student reviewed AUDI 385 Syllabus
- \_\_\_\_\_ Developed placement goals with Preceptor

The student and lead preceptor should develop specific goals for the semester. These could be goals specific to the particular clinical environment in addition to general competency skills. Goals may reflect areas of identified need for the student, potential skills or experiences relevant to the site/planned rotation, performance standards set by the preceptor or a combination. Goals should be established the first week of each semester and reviewed periodically throughout the semester (at minimum, during midterm conference).

**GOAL 1:**

How is the goal assessed: \_\_\_\_\_

Goal Achieved (or further development needed): \_\_\_\_\_

**GOAL 2:**

How is the goal assessed: \_\_\_\_\_

Goal Achieved (or further development needed): \_\_\_\_\_

**GOAL 3:**

How is the goal assessed: \_\_\_\_\_

Goal Achieved (or further development needed): \_\_\_\_\_

**4. Preceptor Expectations**

Preceptor(s): Please describe below and discuss with the student how you organize the clinical experience and identify your general expectations of the student.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. Identify the student's general and daily responsibilities.**

Identify areas appropriate to the experience and leave sections blank if not applicable:

- Materials preparation
- Clinic Set-up
- Chart Review Requirements
- Documentation
- Staff Meetings
- Regular meetings between student and preceptor (e.g., daily, weekly)
- Infection control procedures
- Emergency procedures
- Additional items/requirements (if any, please list) \_\_\_\_\_

I, [student name] \_\_\_\_\_, understand my responsibilities regarding my attendance, participation, and learning goals of my externship this semester. Any changes to the above plan will be discussed with my site preceptor and/or the Director of Clinical Training beforehand.

Student Signature: \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_

Date Signed: \_\_\_\_\_

# Appendix F: Section 32 in School of Health Sciences Student Policies and Procedures

## Process for Student Conduct Hearings

Policy: All student conduct violations resulting from academic misconduct or professional misconduct will be resolved following the procedures and policies specified here.

All SHS undergraduate students will follow the University process for Honor Code violations as defined within Tiger Lore.

All other student misconduct will be referred to the University of the Pacific Office of Student Life for resolution.

The students' academic Department reserves the right to suspend any clinical rotations during a pending student conduct investigation and proceeding.

Purpose: To provide a fair and timely process that protects the integrity and quality of SHS programs while assuring due process to all parties concerned.

Procedures:

1. The School of Health Sciences divides student conduct violations into four categories:
  - a. Academic dishonesty associated with an individual course, for example, plagiarism (unintended/minor or intentional/major) or cheating on an assignment/exam.
  - b. Academic dishonesty that is associated with multiple courses across the program or with academic requirements of the program at large, for example, passing on information inappropriately from one cohort of students to another, developing systems to cheat on exams or assignments across courses.
  - c. Dishonesty unrelated to academic performance, for example, purposefully engaging in behaviors against the policy or failing to communicate truthfully to gain an advantage (for ex, ample in selection for clinical placement) or any other instances of dishonesty.
  - d. Unacceptable conduct that does not involve dishonesty, for example, failing to meet acceptable standards of professional behavior.

2. Academic Dishonesty associated with an individual course ( Described in Section 32.1.a.)

The procedure for addressing student conduct violations associated with an individual course begins with the faculty member teaching the course. The determination of the appropriate course-level academic sanction and the implementation of such rests with the faculty member. At any time, the faculty member may request that the incident be investigated and resolved by the Chair/designated departmental review committee.

Faculty Responsibilities related to conduct violation described in 32. 1.a:

Gather all relevant information and evidence

Meet with the student, evaluate information from the student regarding the incident

Determine if, in the faculty member's opinion, academic dishonesty occurred.

Determine the appropriate course-related academic sanction based on program policies.

Apply the academic sanction within the course in accordance with department policies and procedures.

Summarize the preceding information in writing.

Report the incident to the Chair of the department.

Report the incident to the department's designated review committee, if applicable.

If the faculty finds the student responsible of an honor code violation, the Associate Dean for Student and Faculty Affairs must be notified, and documentation of the incident is made part of the student's record.

Student Appeal related to Academic Dishonesty academic sanction described in Section 32.1.a.

- a. A student may appeal an academic sanction by filing a petition for Student Grievance (see section 33 on student grievances).
- b. At any time, a student may request a review by the Chair/Departmental conduct committee.
- c. If the Chair/Departmental conduct committee determines that the conduct in question is likely to have occurred, the student can request a review by the SHS student affairs review committee by writing to the SHS Dean.

### 3. All Other Student Conduct violations (Described in Sections 32. 1. b ., 1. c, and 1.d.)

The process for all other student conduct violations is described in Section 32. 1.b.,1.c,and 1.d begin with the Chair/designated departmental review committee. The determination of appropriate disciplinary sanctions and the implementation of those sanctions rests with the Chair/designated departmental review committee.

Chair or Program Committee on student conduct responsibilities:

- a. Review academic dishonesty violations at the request of the faculty or student or in accordance with department policy to determine whether, in the opinion of the chair/designated departmental review committee, the conduct is likely to have occurred.
- b. Review other conduct violations and determine whether, in the opinion of the chair/designated departmental review committee, the conduct in question is likely to have occurred.
- c. Determine if a disciplinary sanction is appropriate, and if so, recommend and implement the disciplinary sanction.
- d. If the Chair/designated departmental review committee finds the student responsible of a student conduct violation,
- e. it will be documented as part of her/ his/their permanent academic record. A student may receive a range of penalties, including failure of an assignment, failure of the course, suspension, or dismissal from the University
- f. the Department Chair/designated departmental review committee determines that the student conduct violation meets the threshold for suspension or dismissal, they must refer the matter to the Associate Dean for Student and Faculty Affairs for resolution as described in the SHS's Policies and Procedures.

### 4. SHS Student Affairs Review Committee Procedures

Upon request or as deemed appropriate by the Associate Dean for Student and Faculty Affairs, the matter will be reviewed by the SHS Student Affairs Review Committee.

- a. Members of an individual review committee will include the Associate Dean for Academic Affairs, two faculty members, and one student member. The faculty members will be selected by the SHS Dean or designee from the SHS Student Affairs Review Committee faculty pool.
- b. None of the faculty/students in the student's department will be eligible to participate in the committee
- c. The student/s will have the opportunity to review the committee selection and identify any potential conflicts of interest and notify the SHS Dean/designee requesting a replacement of the faculty on the committee.
- d. All materials/evidence provided by the instructor and the program director/department chair, and the students involved will be disseminated to the committee for review.
- e. All relevant materials must be provided to the SHS Student affairs review committee within five business days of the initial referral.

- f. The Review Committee will meet within ten (10) days of receiving all the information and materials to consider all the information provided by all parties.
- g. There will be an initial review meeting to meet with the Program Director/Department Chair and the student/s.
- h. The Review Committee will determine if a student conduct violation occurred.
- i. The Review Committee will provide a report to the Dean, including a review of the material, alignment with SHS policies and procedures, findings, and recommendations for disciplinary action within 14 days of receiving all the materials.
- j. The Dean or their designee will provide the outcome decision to the student and the Program Director/Department Chair in writing.
- k. Any deviation from the disciplinary action recommended by the committee will require a written justification from the SHS Dean in the form of a memo to the review committee.
- l. If the student wishes to appeal the disciplinary action(s), they will need to file an appeal as described in the following section (See section 6. A).
- m. All timelines associated with this process may be extended for just cause, and the rationale for extension must be documented.

#### 6. SHS Student Affairs Review Hearing Process

The Student Affairs Review Committee will review all student conduct violations that have been referred for review. The Committee will follow the procedures as outlined in [Tiger Lore](#) under the Student Conduct Hearing Process.

#### 7. Sanctions and Penalties

If a student is found ‘responsible’ for a student conduct violation, the committee will recommend appropriate sanctions or penalties as listed within [Tiger Lore](#).

#### 8. Student Appeal Procedures related to disciplinary action from Section 32.1.b., 32.1.c., and 32.1.d.

Students who have been found 'Responsible' for student conduct violation may appeal the Student Affairs Review Committee decision by submitting a written appeal to the SHS Dean within three (3) business days of delivery of the decision to the student's Pacific email account. The student will receive instructions for appealing a decision in their Outcome letter. The following are grounds for the appeal of the Student Affairs Review Committee Hearing Outcome:

- a. A procedural error (deviation from written procedures, a decision not supported by a preponderance of evidence).
- b. Substantiated bias resulting in prejudice against the student.
- c. New, relevant, and substantial evidence exists, which is only now available and could not have been produced at the time of the hearing, despite reasonable diligence. (A summary of all new evidence and its potential significance must be included in the appeal request.).
- d. The sanction imposed is seemingly disproportionate to the offense.

#### 9. Student Conduct Appeals Committee

- a. The Student Conduct Appeals Committee will be composed of the Associate Dean of Student and Faculty Affairs and two faculty members from the school. The Committee will be appointed by the Dean or designee. Any faculty member who served on any prior review committees for the student is not eligible to serve on the appeals committee.
- b. Faculty from the student's department are not eligible to serve on the appeals committee.
- c. The student/s will have the opportunity to review the committee selection and identify any potential conflicts of interest and notify the SHS Dean/designee requesting a replacement of the faculty on the committee.



- d. The Student Conduct Appeals Committee will review the appeal to ensure that it meets the criteria listed in section 6. A.
- e. The Student Conduct Appeals Committee will review the appeal following the guidelines outlined in Tiger Lore under Student conduct appeals.
- f. The School of Health Sciences will communicate the Student Conduct Appeals Committee determination via the student's Pacific email address.

#### 10. Student Conduct Files and Records

A referral to the SHS Student Affairs Review Committee hearing will result in the establishment of a student conduct file, which is sealed if the student is found 'Not Responsible' for the violations. Files of students found 'Responsible' for code violations will be retained as a student conduct record for seven years following that student's graduation. Files may be kept for longer periods or permanently, depending on the sanction imposed.

All student conduct violations resulting from academic misconduct or professional misconduct will be resolved following the procedures and policies specified here.

# Appendix G: Section 33 in School of Health Sciences Student Policies and Procedures

## Student Grievances (approved by the SHS Cabinet)

The following describes the grievance procedures available to graduate students enrolled in programs and courses within the SHS. This policy also applies to undergraduates enrolled in courses for credit toward a graduate degree. These procedures address issues that arise from, relate to, or directly impact a student's academic activities or performance, such as assignment and evaluation of academic work during the time in which a student is attempting to fulfill the requirements of a particular course or degree. These procedures afford students and the school an opportunity to resolve grievances in a timely and equitable manner.

### Definition of a Grievance

A grievance is a written complaint concerning a decision or action made by university faculty or staff that directly and adversely affects the student as an individual in their academic capacity. Grievances must be based on objectively demonstrable evidence regarding an instructor's academic practices. For example, the basis for a grade grievance may exist if the student's evaluation was different from other students in the course and can be documented or if a grade is assigned in a manner other than the prescribed method in the course syllabus or assignment.

A grievance is not a means to challenge dissatisfaction with a university policy on the grounds that the policy is perceived to be unfair or inadvisable, nor should a grievance challenge the academic policies of a school, department, or program, if those policies are not in contravention of general University policy. Additionally, a grievance is not a means to challenge any disciplinary action taken by the program or the SHS. Issues relating to academic dishonesty and other violations of the University's Honor Code or Student Code of Conduct are separate from the Student Academic Grievance Process. A grade grievance will not be considered until the resolution of student misconduct allegations has occurred.

A grievance regarding an academic matter usually falls into one of the following general categories:

1. Those that derive from the application of, or decisions affected by, a Program policy such as grading or attendance.
2. Those that derive from matters addressed by policies, procedures, or practices of a department, school, or comparable University administrative unit.

NOTE: If a student believes that behavior in violation of the University's Policy Prohibiting Sexual Misconduct, Discrimination, and Retaliation has occurred, the student should notify the Title IX Coordinator as soon as possible ([titleix@pacific.edu](mailto:titleix@pacific.edu)). The University's policy against sexual and other unlawful harassment is available here: <https://www.pacific.edu/student-life/student-conduct/title-ix-sexual-misconduct-procedures>. Additionally, there are grievance procedures to resolve alleged acts of discrimination outlined in the University's Policy Prohibiting Identity-Based Harassment, Discrimination, and Retaliation that is currently under development.

### Right to Participate in Grievances without Retaliation

No student, student representative, or other members of the University community who assists or participates in these procedures shall be subject to adverse action by the university based on their activity in good faith during filing or participating in the grievance procedure.

### INFORMAL (PROGRAM LEVEL) GRIEVANCE RESOLUTION PROCESS

Prior to submitting a formal grievance, the student shall:

1. Consult the faculty member whose action is being appealed. This consultation generally must take place within seven (7) calendar days of the start of classes after the grading period in question. The faculty member is expected to meet with the student and respond to his/her grievance in writing within seven (7) calendar days. Students can request their faculty advisor/Program Director /Department Chair to be present while meeting with the faculty member.
2. If the student and the faculty member are unable to reach an agreement, or if the faculty member is unable to meet with the student, the student shall meet with the Department Chair/Program Director. The Department Chair/Program Director will meet with the student and may meet with the faculty member when appropriate. The Department Chair/Program Director will recommend a solution to the student in writing within seven (7) calendar days. If the Department Chair/Program Director is not available within the given time frame, the student shall contact the designee or acting Department Chair/Program Director. Should the grievance be with the Department Chair/Program Director, the student shall contact the Dean of the SHS.

#### FORMAL (SCHOOL LEVEL) GRIEVANCE RESOLUTION PROCESS

##### Filing Grievance with the SHS

1. A student may submit a formal grievance to the SHS if the outcome of the informal grievance process is unsatisfactory. A formal grievance contains a concise written statement identifying:
  - i. The specific actions complained about
  - ii. The person(s) perceived to be responsible for such actions
  - iii. The harm to the grievant
  - iv. The information that the grievant believes is relevant to the grievance
  - v. The informal efforts taken to date to resolve the matter.
2. It is the responsibility of the student to initiate any grievance within seven (7) calendar days of the informal grievance resolution. A delay in filing a grievance may constitute grounds for denial of the grievance.
3. The SHS Review Committee will review the grievance and make a recommendation for resolution to the Dean.
4. The Dean of the SHS will proceed in one of the following ways:
  - a. Accept the recommendation of the Review Committee and issue a final determination.
  - b. Refer the matter for procedural review to the Associate Dean for Academic Affairs before issuing a final determination.
5. The Associate Dean for Academic Affairs will review and consider the following:
  - a. Utilization of proper facts and criteria
  - b. Due process or procedural errors
6. Generally, no more than 30 days should elapse between filing a grievance and its resolution. The resolution by the Dean shall be final and binding.

##### Review Committee Composition

The Review Committee for student grievance issues shall be comprised of three representatives from the SHS not affiliated with the program in which the student is enrolled. The members will be drawn from the SHS Student Affairs Review Committee.

##### Roles and Responsibilities

**Review Committee:** Consists of three faculty members from the SHS who gather information, interview relevant parties, produce a comprehensive report, and make an outcome recommendation to the Dean.

**Faculty Process Advisor:** Provides guidance to the faculty member regarding the academic grievance

process.

Student Process Advisor: Provides guidance to the student regarding the academic grievance process.

#### Process Student Grievance

1. Upon receipt of a complaint, the Dean, or their designee, shall charge the Student Conduct and Appeals Review committee to nominate members to the following roles: Review committee (3 members), Faculty Process Advisor, and Student Process Advisor. Faculty associated with the program under review are excused from the process.
2. Both the faculty member and the student shall have the right to one preemptive challenge of a member of the Review Committee, who will be replaced by another pool member.
3. The Faculty and Student Process Advisors shall immediately meet with their respective advisees and review the Academic Grievance Process and assist them with gathering relevant documents and other information in preparation for their meeting with the Review Committee
4. Within ten (10) business days, the Review Committee will meet individually with the faculty member and student at a scheduled, mutually agreeable time. Meetings may be held remotely via appropriate technology. Both the faculty member and the student may request that their respective advisors attend the inquiry meeting. At this meeting, the advisor's role is to provide support only; they may not address or speak on behalf of their advisee. The Review Committee shall request and review all evidence, including the course syllabus, grading policy, exams, homework assignments, papers, and other relevant documents provided by both parties.
5. The Review Committee will prepare an initial draft Report and provide it to the faculty member and the student for review and any correction of material facts supported by clear evidence.
6. The faculty member and student will have three (3) business days to respond by providing corrections to material facts with supporting evidence. The Review Committee will amend the report as necessary and, within ten (10) business days to meet to consider all the information and determine a recommended grievance outcome.
7. The Review Committee has the authority to recommend a change in a grade or determine a remedy if it deems such action necessary.
8. The Review Committee will provide their recommendation to the Dean, who has the authority to accept, amend, or refer the grievance to the Associate Dean for Academic Affairs to ensure the process is fair and equitable.
9. The Dean or their designee will provide the outcome decision to the student, the faculty member, and the Department Chair/Program Director in writing. When a grade is changed, the University Registrar will amend the student's transcript. All written copies of the complaint, evidence, decision, and the content of the hearings will be treated as confidential.
10. All timelines associated with this process may be extended for just cause, and the rationale for extension must be documented.

#### Appeal for Academic Dismissal

Dismissal from a program may be based on any of the following in addition to those specified in the applicable program handbook.

- i. Academic performance and the GPA of a student on probation who fails to be removed from probation at the end of the probationary period.
- ii. If the GPA of a student who has previously been on probation falls below 3.0 or specified in the applicable program handbook.
- iii. A student who has previously been on probation receives a grade of NC in any class
- iv. Clinical competency is also an important consideration, and students who do not demonstrate adequate clinical and experimental competency can be dismissed from a degree program

regardless of academic standing.

<https://catalog.pacific.edu/sacramento/academicregulations/#graduatetext>

#### Procedures

1. Upon receipt of an appeal, the Dean of the SHS, or their designee, shall refer the matter for procedural review. Members of the Review Committee will include the Associate Dean for Academic Affairs and two other committee members drawn from the SHS Student Affairs review committee. Faculty associated with the program or otherwise involved in the process under review are excused from this process.
2. All materials/evidence provided by the student filing the petition and the Program Director/Department Chair and faculty involved will be disseminated to the committee for procedural review.
3. The Review Committee will meet within ten days to consider all the information provided by all parties. They may choose to meet with the Program Director/Department Chair and/or student; however, they are not obligated to do so to determine if the process was fair and equitable.
4. The Review Committee will provide a report to the Dean regarding material review and alignment with policies and procedures within 14 days.
5. The Dean or their designee will provide the outcome decision to the student and the Program Director/Department Chair in writing.
6. Generally, no more than 30 days should elapse between filing an appeal and its resolution. The resolution by the Dean shall be final and binding.
7. All timelines associated with this process may be extended for just cause, and the rationale for extension must be documented.
8. During the appeal process, the student's enrollment status remains enrolled and therefore expected to follow all University, School, and program policies. The student's ability to continue attending classes and clinical rotations is at the discretion of the individual department.

# Appendix H: Acknowledgement

## Doctor of Audiology Program Handbook Statement

I have thoroughly read, understand, and agree to follow the policies and procedures established by the University of the Pacific, the School of Health Sciences and the Doctor of Audiology Program as outlined in this handbook and Tiger Lore.

I acknowledge my responsibility to refer to this Handbook for precise policies and procedures governing my status as a Doctor of Audiology student. This includes but is not limited to program requisites, objectives, satisfactory academic, clinical, and professional progress, graduation prerequisites, and grievance policies.

Every effort is made to furnish a comprehensive handbook that offers an accurate overview of the Program's policies and curriculum. Nonetheless, circumstances and events may necessitate modifications to the Handbook during my enrollment. In such cases, any amendments will take precedence over the corresponding sections of the original handbook. I am aware that changes may be made to the policies and procedures outlined herein.

I hereby pledge to adhere to all provisions delineated in this handbook.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
University ID Number

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

---

***ALL STUDENTS MUST SIGN THE STATEMENT and submit it to the Audiology Program Office, 155 5<sup>th</sup> Street, San Francisco, CA 94103***