DOCTOR OF AUDIOLOGY (Au.D.) INFORMATION

Welcome to the Doctor of Audiology (AuD) program at the University of Arizona! Our program is designed to provide all of the academic and clinical training to fully prepare students for the professional practice of audiology. The program is accredited by the Council on Academic Accreditation of American Speech-Language-Hearing Association (ASHA), and the required coursework and clinical training address all of the ASHA Standards for the necessary knowledge and skills for audiology. This student handbook is designed to guide you through the program.

The faculty members of the Department of Speech, Language, and Hearing Sciences are committed to providing graduate education, both academic and clinical, of the highest quality. We are also committed to increasing the number of well-qualified audiologists whose backgrounds are underrepresented and whose career interests include serving individuals in underserved populations of the state and nation.

Applicants for admission to the Au.D. program must possess the capability to complete, with or without reasonable accommodations, the entire clinical curriculum. The curriculum requires certain proficiencies that are separate from academic requirements. To achieve these proficiencies, each student must be able to meet the technical standards specified in Appendix A. Each student is asked, upon admission, to verify that s/he can meet the standards. Student competence relative to these standards will be reevaluated each semester of study by the faculty.

If you are interested in obtaining an Au.D. and a Ph.D., we recommend enrollment in the Au.D. degree before applying to the Ph.D. program. (See additional information at end of this document.)

Doctor of Audiology Program of Study

The Au.D. curriculum is specified in the Program of Study included in Appendix B. From this minimum specification, students and their program committee will develop a full program of study. At least 16 credit hours of practicum (including a minimum of 4 credit hours for a clinical externship) will be taken to obtain the requisite clinical experience for ASHA certification. The Program of Study must be approved by the student’s Au.D. Program Committee and submitted to the Graduate College according to the timeline in order to graduate. Practicum will be available through University of Arizona sites, and externships will be offered at cooperating sites. Students entering the Au.D. program who have already obtained certification (Certificate of Clinical Competence in Audiology, CCC-A) will be required to pass the examinations necessary for the Au.D.

Students completing the Au.D. degree have coursework and practicum experience meeting the certification requirements of the American Speech-Language-Hearing Association (see Appendix C for ASHA standards). In a typical 4-year program of study, students will accumulate approximately 2000 hours of clinical practicum experience in a variety of settings.

Graduate and undergraduate credit earned at other approved institutions, if accepted by the SLHS department and the Graduate College, may be counted toward the requirements for the Au.D. Credit for correspondence courses or extension work obtained at other institutions will not be accepted for graduate credit. At least 23 units in the program of study must be in courses in which regular grades (A, B, C) have been earned.

Note: This Cactus Book outlines the program requirements for students entering the program in the 2012-13 academic year. When changes are made to the Cactus book in subsequent years, students are typically given the choice of following the cactus book from the year they entered the program or the current cactus book.
Coursework in Speech, Language, and Hearing Sciences

The coursework and practicum requirements needed to complete the Au.D. are listed below in the recommended sequence. Minor variations in the course requirements and sequence may occur. Students should check with their advisor concerning departures from this sequence. Courses marked with * “take or show,” indicate that you only need to take the course if you already have taken a comparable course.

In addition to the courses listed below, the educational background for audiology students should provide sufficient breadth and understanding of speech and language disorders across the life span and to provide the skills necessary to fulfill the standards for certification by the American Speech-Language-Hearing Association. The following courses are required if they were not taken at the undergraduate level:
1. Course in speech/language development,
2. Course in speech perception,
3. Course in either adult or pediatric communication disorders.

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<tr>
<th>Fall Year 1 (Semester 1)</th>
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<tr>
<td>SLHS 565 Acoustics for Speech &amp; Hearing Sc*</td>
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<td>SLHS 596m Tinnitus</td>
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<td>SLHS 581a Auditory Prosthetics I</td>
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<td>SLHS 586 Pediatric Audiology</td>
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<td>SLHS 500 Introduction to Research Methods*</td>
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<td>SLHS 587 Laboratory in Auditory Prosthetics</td>
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<td>SLHS 596g Cochlear Implants</td>
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<td>SLHS 588a Physiological Evaluation of the Auditory System</td>
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<td>SLHS 588b Assessment and Rehabilitation of the Balance System</td>
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<td>SLHS 588Q Lab for Balance</td>
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<td>SLHS 588c Electrophysiology of Auditory Perception &amp; Cognition OR SLHS 596J Business Aspects of Audiology (every other year)</td>
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<tr>
<td>SLHS 588c Electrophysiology of Auditory Perception &amp; Cognition OR SLHS 596J Business Aspects of Audiology (every other year)</td>
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<tr>
<td>SLHS 588L Laboratory in Electrophys (sec 2) OR SLHS 584 Occupational &amp; Community Audiology (every other year)</td>
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<tr>
<td>SLHS 510 Counseling Techniques in Communication Disorders (or approved alternative course)</td>
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<td>SLHS 559/659 Clinical Studies: Audiology</td>
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<td>SLHS 921 Audiology Externship</td>
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Practicum Requirements

At the University of Arizona, we use several forms to track your progress in clinical training to assure that you ultimately master the necessary knowledge and skills for clinical certification in Audiology. These include:

- **The Formative Assessment of Student Training (F.A.S.T.-A):** This tool was created directly from the 2011 ASHA standards and includes all knowledge and skill areas in sections B-F of that document. At the end of each semester of clinical rotation or externship, preceptors give students a rating in each category that applies on a 1-5 scale. They are instructed that a rating of 5 represents a “near-mastery” skill level that would be expected of a student after all four years of the training program, including their externship. As such, students who are progressing appropriately anticipate lower ratings earlier in their career and higher ratings toward the end as they develop greater levels of efficiency, autonomy and skill.

- **The Grading Overview for Audiology (G.O.-A):** While the FAST-A assesses a student’s progress relative where they are expected to be at the end of the program, we feel it necessary to also give students feedback on how they are doing given our expectations of a student at their level, as well as more detailed narrative comments on strengths and areas for improvement. The GO-A serves this purpose. Note that by using these two separate forms, it is possible for a good student to receive an A or B on the GO-A and a 2 or 3 on the FAST-A, assuming that they are early in the program. Grading is based on current performance not over-all progress.

- **The Portfolio Assessment of Clinical Education (P.A.C.E.-A):** ASHA standards and our program require that students complete clinical experiences equivalent to one year’s full time employment as an audiologist. Based on a 35 hour work-week, this is operationally defined as a minimum of 1820 hours. These hours are documented using the PACE-A. Although the current standards call for skill-based assessment of student performance rather than hour-counting by category, we still feel that it is helpful to document the types of activities completed in each rotation for the sake of planning. This is done by asking the students to estimate, and their preceptors to corroborate, the percentage of their efforts spent doing a variety of tasks. This form is turned into the clinic coordinator at the end of each semester who logs hours into a spread sheet that documents each student’s experiences, an example of which is shown here.

The grading overview (G.O.-A) is discussed at the time of clinical practicum grading and kept on file in the clinic office. The F.A.S.T.-A ratings will be entered electronically by clinical faculty. A copy of the P.A.C.E.-A will be placed on record each semester. Students should also keep a copy for tracking purposes.
Certain courses in the curriculum provide critical knowledge necessary for clinical practicum. For that reason, students must receive an A or B in the following courses in order to be eligible for clinical placement:

- **SLHS 589 R**: Advanced audiolodic evaluation (and lab)
- **SLHS 581A & 587**: Auditory prosthetics I (and lab)
- **SLHS 581B & 587**: Auditory prosthetics II (and lab)
- **SLHS 586**: Pediatric audiology
- **SLHS 582**: Hearing Disorders
- **SLHS 510**: Counseling (or the equivalent)
- **SLHS 588 A & L**: Electrophysiologic assessment of the auditory system
- **SLHS 588B**: Assessment and rehabilitation of the balance system
- **SLHS 596G**: Cochlear Implants

Students receiving a C or lower in core clinical courses listed above will be required to retake the course, and will not be eligible for clinic placement until the semester in which they are retaking the course.

The Au.D. is a clinical degree, and therefore students are expected to demonstrate satisfactory performance in clinical practicum experiences as indicated by earning an A or B grade. A grade of C or lower for the final grade in practicum will result in a repetition of a similar clinical experience, and the preceptor may refuse to sign off on your accrued clinical hours. A student who earns two grades of "C" or lower in audiology practicum during any two semesters, or one grade of “E” during the externship, will be excluded from subsequent practicum enrollment. As a consequence, the student will not be eligible for the Au.D. A non-clinical M.S. may still be an option. Additionally, a student in this situation may elect to apply for admission to another area of emphasis within the department but must be accepted by the admissions committee for that emphasis area.

**Clinical Externship**

A clinical externship will be completed during the 4th year, and students must maintain enrollment during that period. Enrollment for 1-3 units of SLHS 921, Clinical Studies: Externship each semester of the externship, to equal a total minimum of 4 units by the end of the externship will satisfy the requirement. SLHS faculty maintain contact with students and their professional preceptors during the externship year. Performance during the Clinical Externship will be rated by the student's preceptor in conjunction with the campus facilitator. Students who wish to apply for a competitive externship placement are advised to begin exploring options during the fall semester preceding the final year. Students are responsible for identifying potential sites and applying in consultation with the faculty advisor in charge of the Externship program. A letter of introduction summarizing the student’s skills, areas of strength and remaining challenges will be sent to individual preceptors before the externship begins.

Students are responsible for continuing to monitor that accumulated hours during the externship. All forms for grading and documentation, in addition to forms related to the externship, will be provided by the AuD faculty advisor prior to the beginning of the externship year.
Research Project

An advanced research project is required with enrollment in at least 3 units of SLHS 900 - Research. Prior to the beginning of the 3rd year of study, students should select a Project Advisor and a Project Committee composed of a total of three members, including the advisor.

Au.D. Committee Composition and Requirements

Major Advisor and Program Committee
During the first year of study, each student will select a Major Advisor and two additional faculty to serve on their program committee.

- **Advisor**: Can by any audiology faculty member. Advisors are assigned to the student at the onset of the first year based on student interests, but students may change advisors after consultation with the initial and new advisor. The adviser helps with questions and program planning. Once a research project is chosen, the chair of the Research Project Committee typically serves as the adviser.

- **Program Committee**: Will include three tenure-track SLHS faculty, at least two of which are on the audiology faculty and are assigned by the department as a standing committee appointed annually.

Research Project Committee
After selecting a topic for the 3rd-year research project and an advisor to mentor the project, each student will select two faculty to serve on the Research Project Committee. This committee typically replaces the student’s program committee. The research committee faculty members will be responsible for guiding the student through the research and the written product that will serve as the outcome. The academic faculty on this committee will also participate in the student’s 3rd-year and final examinations. The student will present the work in a public forum, which is typically the SLHS Colloquium series. Oral defense of the research product is required and is generally during the final examination in the 4th year.

- **Chair**: Must be Ph.D. audiology faculty member at any level.
- **Two Other Faculty Members**: Any faculty level. This committee reports to the program committee.

Examination Committee for 3rd year Exam: This committee is required to review progress on the practical element of the 3rd year exam and to participate in the oral portion of the 3rd and 4th year exams. Typically these are the same individuals as the research project committee, although a clinical faculty member must be included if one is not already on the research project committee.

Examination Committee for 4th year Exam: Same as the Research Project Committee, but must also include an audiology clinical faculty member. This person can be one of the Research Project Committee members, or added as a 4th member for the purpose of this exam. This committee reports to the program committee.
Examinations

Qualifying Examination (1st year examination): Knowledge and skills acquired during the first year of graduate study will be assessed with practical and written examinations.

- **Practical**: A performance level of 80% or better must be achieved on the laboratory final examinations for SLHS 795a-001 and Spring SLHS 587 to pass this portion of the examination. Students who do not meet this criterion will undergo remediation and be re-examined by the appropriate instructor.

- **Written**: A comprehensive written examination will be administered at the end of the 2nd semester and will be composed of questions from the core content areas in the program of study. Questions will be scored as, "High Pass, Pass, Needs Remediation or Fail" by the faculty member responsible for the content area. Students will be notified in writing of results of the examination. Answers that have been scored as “Needs Remediation” or “Fail” will require remediation for the appropriate content area. Students are expected to contact individual instructors to obtain their remediation plan. All remediation assignments must be completed by the specified deadline of the fall semester of the examination year. Individual instructors will notify the department’s Administrative Associate in charge of student records when the student has successfully remediated the content area and passed that area of the Qualifying Exam.

Any student who received a “Fail” on one or more questions, or who ”Needs Remediation” on two or more questions should also meet with their faculty advisor. This is required in order to document your adequate progress in the program. The faculty will discuss student progress at the first faculty meeting of the year. Additional recommendations for remediation may be made based on the results of the exam and assigned remediation. Students will be notified in writing of any additional recommendations from their program committee and department head.

Students who fail any question on the Qualifying examination, after remediation, will be deemed as not making satisfactory progress in the program (Note: See Appendix D, Satisfactory Academic Progress). The results will be reviewed by the full audiology faculty. Failure to make satisfactory academic progress (for example, as evidenced by poor performance on the first year exam and failure to successfully complete remedial work) will result in review of the student’s status and recommendations for remediation, which could include oral examination and/or discontinuation in the program. Student will meet with his or her Advisor after faculty review to determine appropriate actions.

National Certification Examination: This examination is required for licensure in Arizona and most states and for certification by the American Speech-Language-Hearing Association. We recommend that it be taken at the end of the third year.

3rd-year Comprehensive Examination: An examination covering the knowledge and skill areas acquired during the first three years of graduate study will be given during the third year. The examination will have practical and oral components as described below. Grading of each component will be done with a three-category system: High Pass, Pass, & Fail. Students must achieve at least “Pass” on all elements of each component. Students will be given an opportunity to do remedial work and be reexamined by the examiner regarding each failed element. If a student fails on reexamination, then the examiner will report this in writing to the student’s program committee.
1. Practical examination
   a. The practical examination will occur during the student’s on-site clinical rotation during the
      third year. Clinical faculty will provide students with guidelines for this examination and will
      administer and grade it.
   b. The outcome of the practical examination will be reported to the student’s examination
      committee. Failure of the practical element will constitute failure of the 3rd year exam.
   c. If students fail any element of the practical component, then they will be provided with
      feedback on their performance and a remedial exercise and/or reexamination will be devised
      by the examiner. The content of the exercise/reexamination will focus on the areas of
      demonstrated weakness, although the examiner is not limited to the original question or
      activity.
   d. Based on the remedial effort, the examiner will present a new grade of Pass or Fail.

2. Oral Examination
   a. The format of the oral examination will be determined by the student’s examination
      committee, however it will be based on detailed analysis of clinical cases.
   b. All faculty are welcome to attend any oral examination and to ask questions, however only
      the members of the student’s Examination Committee will be allowed to vote.
   c. The outcome of the oral examination will be High Pass, Pass or Fail.
   d. The examination committee will report the results of the examination to the student’s
      Program Committee and to the graduate college.

4th Year Examination: Upon completion of all requirements for the Au.D. degree, the students will
have a final examination. A primary component of this examination will be an oral defense of their
research if this has not been completed. Additionally, students will be asked questions about any
aspect of the discipline. This examination will be conducted in accordance with the regulations of the
Graduate College. Students are notified of their exam schedules by the exam coordinator.

   Students are expected to meet all Graduate College deadlines and requirements for the Au.D.
degree. Requirements and deadlines can be found and forms downloaded from the following website:
http://grad.arizona.edu/academics/degree-certification.

Annual Evaluation

The faculty meets each semester to review graduate students' overall progress in the program. Discussion focuses on cumulative academic record, performance in clinical practicum, contributions as a teaching assistant, and research efforts. This review provides an opportunity for individual faculty to share impressions of students' strengths and special talents, as well as areas that may need improvement. In addition, the faculty can be made aware of extenuating circumstances that may bear upon a student's performance during a given semester. Determination of satisfactory academic progress is made at this review.

HIPAA Client/Patient Confidentiality Clinical Policy

HIPAA stands for The Health Insurance Portability and Accountability Act (HIPAA) is a federal law regarding confidentiality of client/patient information. Students will receive information about departmental policies for protecting the confidentiality of client/patient information on Orientation Day. All students must receive HIPAA training to participate in any clinical endeavor.
Student Grievance Procedure

The Graduate College policy on grievance procedures can be found at the following website: http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy. Students may also contact the Council on Academic Accreditation of the American Speech-Language-Hearing Association at 2200 Research Boulevard, Rockville, MD 20852.

For Students Interested in Pursuing Both an Au.D. and Ph.D.

Persons who wish to pursue both Au.D. and Ph.D. degrees should enroll in the Au.D. degree before they are formally admitted to the Ph.D. program. The Ph.D. program will focus on
(a) knowledge of and competency in the use of research tools;
(b) understanding the kernel elements of the discipline of human communication sciences and disorders; and
(c) research experiences leading to increasing independence and the pursuit of a dissertation in the student’s major area of study.

The Ph.D. program requires a minimum of approximately 36 credit hours beyond the Au.D. and will emphasize mentored research experiences, coursework, and the undertaking of original research for the dissertation. The plan of study and research experiences will be developed on an individual basis for each student and approved by the student’s major advisor and program committee. There are graduate credits earned during the Au.D. that may be applied toward the Ph.D. with the approval of the student’s program committee. The student who plans to obtain both degrees should seek advice from their Au.D. committee about the choice of Au.D. research project that will contribute to his or her Ph.D. training. Similarly, the statistics, neuroscience and genetics or pharmacology requirements for the Au.D. will also be integral to the development of the Ph.D. plan of study. Research rotations and examinations will follow the sequence prescribed for the Ph.D. degree elsewhere in this document and in the regulations of the Graduate College.
**Student checklist for completion of requirements for AuD**

- Complete coursework
- Complete Research Project requirement
- Complete Practicum requirement
- Pass Qualifying Examination (1st year examination)
- Pass 3rd-year Examination
- Submit Program of Study to Graduate College for Approval
- Complete Externship
- Pass Final Examination/Oral Defense of Research (given during year 4)

**Typical Timeline for Completion of Doctor of Audiology (Au.D.)**

**Year 1**
- Complete HIPAA training (semester I)
- Select Major Advisor and Program Committee (semester I)
- Complete Program of Study forms for department and Graduate College (semester II)
- Pass Qualifying examination (SS I)
- Complete Blood-Borne Pathogens test (online training at http://risk.arizona.edu/training/) (Semester I)
- Complete required coursework (semester I, II)
- Maintain satisfactory academic and clinical performance (semester I, II)

**Year 2**
- Complete Blood-Borne Pathogens test (online training at http://risk.arizona.edu/training/) (Semester III)
  Complete required coursework (semester III, IV)
- Maintain satisfactory academic performance (semester III, IV)
- Maintain satisfactory clinical performance (semester III, IV)

**Year 3**
- Complete Blood-Borne Pathogens test (online training at http://risk.arizona.edu/training/) (Semester V)
  Select topic for research project and Research Project Committee (semester V)
- Present research in a public forum, preferably a SLHS colloquium (semester V or VI)
- Complete required coursework (semester V, VI)
- Maintain satisfactory academic performance (semester V, VI)
- Maintain satisfactory clinical performance (semester V, VI)
- Arrange interviews for Clinical Externship placement (semester V)
- Pass Third-Year Examination (semester V, VI)
- Take the Praxis Exam – Passing grade must be obtained by semester V

**Year 4**
- Complete Blood-Borne Pathogens test (online training http://risk.arizona.edu/training/) (Semester VII)
  Externship (summer session II, semester VII, VIII)
- Maintain satisfactory clinical performance (semester VII, VIII)
- Final examination/Oral Defense of Research (semester VIII)
Appendix A

Technical Standards
Clinical Audiology Graduate Program, University of Arizona

Applicants for admission to The University of Arizona, Department of Speech and Hearing Sciences Clinical Audiology Graduate Program must possess the capability to complete, with or without reasonable accommodations, the entire clinical curriculum. The professional curriculum requires demonstrated proficiency in a variety of cognitive, problem solving, manipulative, communication and interpersonal skills. To achieve these proficiencies, the Clinical Audiology Graduate Program requires that each student be able to meet the following technical standards.

Observation
Students must be able to observe: patients’ behavior including verbal and nonverbal responses to sensory stimuli; physical status including such things as the shape, orientation and condition of outer and middle ear structures; the position of various materials and devices placed in the ear; the condition of hearing and measurement devices. Students must be able to comprehend text, numbers and graphs.

Communication
Students must be able to communicate effectively and sensitively with patients and colleagues; comprehend technical, procedural and professional materials; and follow instruction. Students’ speech and English language skill should be such that colleagues and clients readily understand them. Finally, students must be able to prepare clinical reports and notes in a clear, logical and professional manner.

Motor Coordination
Students must be able to travel to various clinical practicum sites; access and control equipment (e.g., computer, audiometer, evoked potential system); safely perform procedures in the outer ear; manipulate and repair equipment and hearing instruments.

Intellect
A student must be able to problem solve effectively, and analyze, integrate and synthesize data concurrently in a multi-task setting. In addition, students must be able to comprehend three-dimensional relationships and understand the spatial relationships of anatomical structures, physiology, pathology and equipment.

Behavioral and Social Attributes
Students must possess the emotional health required to exercise good judgment, and timely and safely carry out responsibilities. They must be able to adapt to change, display flexibility and learn to function in stressful situations. The students must exhibit empathy for others and focus on the needs of clients. They must exhibit polite behavior, integrity, manage criticism, be reliable and punctual and be respectful in relations with colleagues, faculty and clients.
Appendix B

Doctor of Audiology (Au.D.)

2012-2013

Program of Study

The attached Au.D. Program of Study must be approved and signed by your Departmental Committee. You should submit an original and 3 copies to the Graduate College Degree Check Office and a copy to the department after the 3rd semester in residence. The Program of Study MUST be approved by the Graduate College before the degree can be awarded.
Doctor of Audiology  
The University of Arizona  
Graduate College  
GRADUATE DEGREE CERTIFICATION

• The Au.D. Plan of Study is submitted in the 3rd semester in residence  
• Submit original and 3 copies of this form to the Graduate Degree Certification Office, Admin Building, Room 316.  
• Submit a copy to the Department Office

1. Student Name
   Your name will appear on your diploma as indicated in your UAccess record.  
   To change your record, please see the Registrar’s Office.

2. Student ID # ___________________________ Degree ___________________________

3. Current Address___________________________________________________________

4. Telephone Number________________________ Email Address_____________________

5. Expected Completion Date: May______ August______ December_____ Year______
   If your completion date changes, notify the Graduate Degree Certification Office at least 6 weeks before Commencement to ensure your name will appear in the Commencement Program

6. Approved: (department head and advisor: please PRINT your names after your signatures)
   a. Department Head_________________________________________ Date ____________
   b. Major Advisor____________________________________________ Date ____________

____________________________________________________

IMPORTANT BILLING INFORMATION – READ CAREFULLY
CANDIDACY FEES OF $35.00 WILL BE BILLED TO YOUR UNIVERSITY OF ARIZONA ACCOUNT. THIS IS A ONE-TIME BILLING AND YOU WILL NOT BE CHARGED AGAIN IF YOU CHANGE YOUR DEGREE COMPLETION DATE. ARCHIVING THE THESIS IS OPTIONAL.

If you elect to microfilm the thesis for inclusion in the University of Arizona Library, you will be billed the following additional charges when the thesis is submitted to the Graduate College. Thesis processing fee of $15.00, archiving fee of $75.00, for a total of $90.00. Failure to pay this amount may result in cancellation of your registration. Contact the Bursar’s Office (520 621-3232) regarding Payment of this Account

____________________________________________________

7. I certify that I am aware of Responsible Conduct of Research (http://orcr.vpr.arizona.edu/) compliance regulations and will adhere to them in my research.

Student Signature________________________________________ Date _______________

____________________________________________________

Graduate College Use Only:

Approved________________________________________ Date _______________
   Graduate College Dean or Designee

____________________________________________________

After your completed form has been approved and signed by your departmental committee, submit the original and 3 copies to the Graduate Degree Certification Office and one copy to the Department. The Plan of Study is submitted no later than the 3rd semester in residence.
Required Coursework (* is Take or Show; can be at undergraduate level. If you have had another course that fulfills this requirement, then it should be indicated in the line below the required course)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
<th>Sem (f,sp,s, year)</th>
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<tbody>
<tr>
<td>SLHS 562A</td>
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<td>Anatomy &amp; Physiology of Aud &amp; Vest Sys</td>
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<tr>
<td>SLHS 562B</td>
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<td>Psychophysical Acoustics</td>
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<td>SLHS 584</td>
<td>1</td>
<td>Occupational &amp; Community Audiology</td>
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<tr>
<td>SLHS 581A</td>
<td>3</td>
<td>Auditory Prosthetics I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 581B</td>
<td>3</td>
<td>Auditory Prosthetics II</td>
<td></td>
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</tr>
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<tr>
<td>SLHS 581A</td>
<td>3</td>
<td>Auditory Prosthetics I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 581B</td>
<td>3</td>
<td>Auditory Prosthetics II</td>
<td></td>
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</tr>
<tr>
<td>SLHS 582</td>
<td>3</td>
<td>Disorders of Hearing &amp; Balance</td>
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<tr>
<td>SLHS 585*</td>
<td>3</td>
<td>Acoustics for Speech &amp; Hearing Sciences</td>
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<tr>
<td>SLHS 586</td>
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<td>Pediatric Audiology</td>
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<tr>
<td>SLHS 587</td>
<td>2</td>
<td>Laboratory in Auditory Prosthetics</td>
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<td>SLHS 588A</td>
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<td>Physiological Eval of the Auditory Sys</td>
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<tr>
<td>SLHS 588L</td>
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<td>Lab in Physiol Eval of Aud System</td>
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<tr>
<td>SLHS 588B</td>
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<td>Assessment &amp; Rehab of the Balance Sys / Lab</td>
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<td>Lab in Assessment &amp; Rehab of the Balance Sys / Lab</td>
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<tr>
<td>SLHS 588C</td>
<td>3</td>
<td>Electrophysi of Auditory Perception &amp; Cognition</td>
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<tr>
<td>SLHS 589R</td>
<td>3</td>
<td>Advanced Audologic Eval &amp; Laboratory</td>
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<tr>
<td>Counseling requirement</td>
<td>3</td>
<td>SLHS 510, Counseling Techniques in Comm. Disorders or approved counseling course outside the SLHS Department at graduate or undergraduate level</td>
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<tr>
<td>SLHS 501</td>
<td>1</td>
<td>Professional Issues</td>
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<tr>
<td>SLHS 795a</td>
<td>3</td>
<td>Clinical Issues in Audiology (3 units [3 semesters])</td>
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Seminars and Workshops SLHS

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<th>Grade</th>
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<td>SLHS 596J</td>
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<td>Seminar: Business Aspects of Audiology</td>
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<tr>
<td>SLHS 596M</td>
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<td>Tinnitus</td>
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### Additional Required Coursework

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<th>Grade</th>
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<td>Research Methods*</td>
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<tr>
<td>[ ]</td>
<td>3</td>
<td>Course in Speech or Language Development*</td>
<td></td>
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<tr>
<td>[ ]</td>
<td>3</td>
<td>Course in either Adult or Pediatric Comm Disorders*</td>
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<tr>
<td>[ ]</td>
<td>3</td>
<td>Course in Speech Perception*</td>
<td></td>
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<tr>
<td>[ ]</td>
<td>3</td>
<td>Statistics* (Graduate level or as approved by advisor; must include analysis of variance/GLM)</td>
<td></td>
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<tr>
<td>[ ]</td>
<td>3</td>
<td>Pharmacology (Graduate level)</td>
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<tr>
<td>[ ]</td>
<td>3-4</td>
<td>Neurosciences (Graduate level, but must be approved by advisor)</td>
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<td></td>
</tr>
</tbody>
</table>

(If using undergraduate course to meet requirements, enter waived under semester and grade)

### Research Project (minimum 3 units; maximum 9 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
<th>Sem (f,sp,s, year)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] SLHS 900</td>
<td>3</td>
<td>Research</td>
<td></td>
<td></td>
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<tr>
<td>[ ] SLHS 900</td>
<td>3</td>
<td>Research</td>
<td></td>
<td></td>
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</tbody>
</table>
**Clinical Studies Coursework: (minimum units: 16 units)**
List each enrollment separately with the name(s) of supervisor(s). Add lines if necessary

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
<th>Sem (f,sp,s, year)</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>[ ] SLHS 559</td>
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<td>Clinical Studies: Audiology</td>
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</tr>
<tr>
<td>[ ] SLHS 659</td>
<td></td>
<td>Advanced Clinical Studies: Audiology</td>
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<td></td>
</tr>
<tr>
<td>[ ] SLHS 921</td>
<td>4</td>
<td>Externship: Audiology (minimum 4 units)</td>
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</tbody>
</table>

**Program Committee Members:**
Student and all committee members must sign. There must be at least three committee members.

Major Advisor______________________________
Audiology Faculty______________________________
Other______________________________
Other______________________________
Student______________________________
Appendix C
American Speech-Language-Hearing Association
2012 Standards for the Certificate of Clinical Competence in Audiology
http://www.asha.org/Certification/2012-Audiology-Certification-Standards/

Standard I: Degree

Applicants for certification should have a doctoral degree. The course of study must address the knowledge and skills necessary to independently practice in the profession of audiology. Beginning January 1, 2012, applicants for certification must have a doctoral degree.

Implementation: Verification of the graduate degree is required of the applicant before the certificate is awarded. Beginning January 1, 2012, applicants for certification must have a doctoral degree. Degree verification is accomplished by submitting (a) an application signed by the director of the graduate program, indicating the degree date, and (b) an official transcript showing that the degree has been awarded, or a letter from the university registrar verifying completion of requirements for the degree.

Individuals educated outside the United States or its territories must submit official transcripts and evaluations of their degrees and courses to verify equivalency. These evaluations are typically conducted by credential evaluation services agencies recognized by the National Association of Credential Evaluation Services (NACES). Information that must be provided is (a) confirmation that the degree earned is equivalent to a U.S. graduate degree (doctoral degree effective January 1, 2012), (b) translation of academic coursework into the American semester hour system, and (c) indication as to which courses were completed at the graduate level.

The CFCC has the authority to determine eligibility of all applicants for certification.

Standard II: Education Program

The graduate degree must be granted by a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Implementation: Applicants whose graduate degree was awarded by a U.S. institution of higher education must have graduated from a program holding CAA-accreditation in audiology. Satisfactory completion of academic course work, clinical practicum, and knowledge and skills requirements must be verified by the signature of the program director or official designee of a CAA-accredited program or a program admitted to CAA candidacy.

Standard III: Program of Study

Applicants for certification must complete a program of study that includes academic course work and a minimum of 1,820 hours of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes stipulated in Standard IV. The supervision must be provided by individuals who hold the ASHA Certificate of Clinical Competence (CCC) in Audiology.

Implementation: The program of study must address the knowledge and skills pertinent to the field of audiology. Clinical practicum must be approved by the academic program from which the student intends to graduate. The student must maintain documentation of time spent in supervised practicum, verified by the academic program in accordance with Standard IV.

Students shall participate in practicum only after they have had sufficient preparation to qualify for such experience. Students must obtain a variety of clinical practicum experiences in different work settings and with different populations so that they can demonstrate skills across the scope of practice in audiology. Acceptable clinical practicum experience includes clinical and administrative activities directly related to patient care. Clinical practicum is defined as direct patient/client contact, consultation, record keeping, and administrative duties relevant to audiology service delivery. Time spent in clinical practicum experiences should occur throughout the graduate program. Supervision must be sufficient to ensure the welfare of the patient and the student in accordance with the ASHA Code of Ethics. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence. The amount of supervision must also be appropriate to the student's level of training, education, experience, and competence.

Supervisors must hold a current ASHA CCC in the appropriate area of practice. The supervised activities must be within the scope of practice of audiology to count toward certification.
**Standard IV: Knowledge and Skills Outcomes**

Applicants for certification must have acquired knowledge and developed skills in six areas: foundations of practice, prevention/identification, assessment, (re)habilitation, advocacy/consultation, and education/research/administration.

**Implementation:** This standard distinguishes between acquisition of knowledge for Standards IV-A.1–21 and IV-C.1, and the acquisition of knowledge and skills for Standards IV-A.22–29, IV-B, IV-C.2–11, IV-D, IV-E, and IV-F. The applicant must submit a completed application for certification signed by the academic program director verifying successful completion of all knowledge and skills in all six areas of Standard IV. The applicant must maintain copies of transcripts, and documentation of academic course work and clinical practicum.

**Standard IV-A: Foundations of Practice**

The applicant must have knowledge of:

A1. Embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology
A2. Genetics and associated syndromes related to hearing and balance
A3. Normal aspects of auditory physiology and behavior over the life span
A4. Normal development of speech and language
A5. Language and speech characteristics and their development across the life span
A6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment
A7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning
A8. Effects of pharmacologic and teratogenic agents on the auditory and vestibular systems
A9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services
A10. Pathologies related to hearing and balance and their medical diagnosis and treatment
A11. Principles, methods, and applications of psychometrics
A12. Principles, methods, and applications of psychoacoustics
A13. Instrumentation and bioelectrical hazards
A14. Physical characteristics and measurement of electric and other nonacoustic stimuli
A15. Assistive technology
A16. Effects of cultural diversity and family systems on professional practice
A17. American Sign Language and other visual communication systems
A18. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations
A19. Legal and ethical practices (e.g., standards for professional conduct, patient rights, credentialing, and legislative and regulatory mandates)
A20. Health care and educational delivery systems
A21. Universal precautions and infectious/contagious diseases

The applicant must have knowledge and skills in:

A22. Oral and written forms of communication
A23. Principles, methods, and applications of acoustics (e.g., basic parameters of sound, principles of acoustics as related to speech sounds, sound/noise measurement and analysis, and calibration of audiometric equipment), as applicable to:
   a. occupational and industrial environments
   b. community noise
   c. classroom and other educational environments
   d. workplace environments
A24. The use of instrumentation according to manufacturer's specifications and recommendations
A25. Determining whether instrumentation is in calibration according to accepted standards
A26. Principles and applications of counseling
A27. Use of interpreters and translators for both spoken and visual communication
A28. Management and business practices, including but not limited to cost analysis, budgeting, coding and reimbursement, and patient management
A29. Consultation with professionals in related and/or allied service areas
Standard IV-B: Prevention and Identification

The applicant must have the knowledge and skills necessary to:

B1. Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems
B2. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs
B3. Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures
B4. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures
B5. Educate individuals on potential causes and effects of vestibular loss
B6. Identify individuals at risk for balance problems and falls who require further vestibular assessment and/or treatment or referral for other professional services

Standard IV-C: Assessment

The applicant must have knowledge of:

C1. Measuring and interpreting sensory and motor evoked potentials, electromyography, and other electrodiagnostic tests for purposes of neurophysiologic intraoperative monitoring and cranial nerve assessment

The applicant must have knowledge and skills in:

C2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems
C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning
C4. Performing otoscopy for appropriate audiological assessment/management decisions, determining the need for cerumen removal, and providing a basis for medical referral
C5. Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function
C6. Conducting and interpreting behavioral and/or electrophysiologic methods to assess balance and related systems
C7. Conducting and interpreting otoacoustic emissions and acoustic immittance (reflexes)
C8. Evaluating auditory-related processing disorders
C9. Evaluating functional use of hearing
C10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan
C11. Referring to other professions, agencies, and/or consumer organizations

Standard IV-D: Intervention (Treatment)

The applicant must have knowledge and skills in:

D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication
D2. Development of a culturally appropriate, audiologic rehabilitative management plan that includes, when appropriate, the following:
   a. Evaluation, selection, verification, validation, and dispensing of hearing aids, sensory aids, hearing assistive devices, alerting systems, and captioning devices, and educating the consumer and family/caregivers in the use of and adjustment to such technology
   b. Determination of candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices and provision of fitting, mapping, and audiologic rehabilitation to optimize device use
   c. Counseling relating to psychosocial aspects of hearing loss and other auditory dysfunction, and processes to enhance communication competence
   d. Provision of comprehensive audiol ogenic treatment for persons with hearing loss or other auditory dysfunction, including but not exclusive to communication strategies, auditory training, speech reading, and visual communication systems
D3. Determination of candidacy for vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments
D4. Treatment and audiologic management of tinnitus
D5. Provision of treatment services for infants and children with hearing loss; collaboration/consultation with early interventionists, school based professionals, and other service providers regarding development of intervention plans (i.e., individualized education programs and/or individualized family service plans)
D6. Management of the selection, purchase, installation, and evaluation of large-area amplification systems
D7. Evaluation of the efficacy of intervention (treatment) services

**Standard IV-E: Advocacy/Consultation**
The applicant must have knowledge and skills in:

E1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders
E2. Consulting about accessibility for persons with hearing loss and other auditory dysfunction in public and private buildings, programs, and services
E3. Identifying underserved populations and promoting access to care

**Standard IV-F: Education/Research/Administration**
The applicant must have knowledge and skills in:

F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audioligic services
F2. Applying research findings in the provision of patient care (evidence-based practice)
F3. Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence
F4. Administering clinical programs and providing supervision of professionals as well as support personnel
F5. Identifying internal programmatic needs and developing new programs
F6. Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies

**Standard V: Assessment**
Applicants for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard IV by means of both formative and summative assessments.

**Standard V-A: Formative Assessment**
The applicant must meet the education program’s requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.

*Implementation:* Applicants and program faculties should use the ongoing assessment to help the applicant achieve requisite knowledge and skills. Thus, assessments should be followed by implementation strategies for acquisition of knowledge and skills.

**Standard V-B: Summative Assessment**
The applicant must pass the national examination adopted by ASHA for purposes of certification in audiology.

*Implementation:* Evidence of a passing score on the ASHA-approved national examination in audiology must be submitted to the ASHA National Office by the testing agency administering the examination. Acceptable exam results are those submitted for initial certification in audiology that have been obtained no more than 5 years prior to the submission of the certification application, and no more than 2 years after the application for certification is received by the Certification Unit of the ASHA National Office.

**Standard VI: Maintenance of Certification**
Demonstration of continued professional development is mandated for maintenance of the Certificate of Clinical Competence (CCC) in Audiology. The renewal period will be three (3) years. This standard will apply to all certificate holders, regardless of the date of initial certification.

*Implementation:* Once certification is awarded, maintenance of that certification is dependent upon accumulation of the requisite professional development hours every three years. Payment of annual dues and/or certification fees is also a requirement of certification maintenance. A certificate holder whose dues and/or fees are in arrears on August 31, will have allowed their certification to expire on that date.

Individuals who hold the CCC in Audiology must accumulate 30 contact hours of professional development over the 3-year period and must submit a compliance form in order to meet this standard. Individuals will be subject to random review of their professional development activities. If certification maintenance requirements are not met, certification will lapse. Reinstatement of certification will be required, and certification reinstatement standards in effect at the time of submission of the reinstatement application must be met.
Appendix D

Satisfactory Academic Progress - Doctor of Audiology (AuD)
Program Guidelines: Department of Speech, Language and Hearing Sciences

Students in The Doctor of Audiology program must maintain satisfactory academic progress as follows:

1. Maintain satisfactory performance in academic course work as evidenced by maintenance of a GPA of \( \geq 3.0 \).

2. Maintain satisfactory performance in clinical practica. Satisfactory performance is defined as compliance with the technical standards and awarded grades of A or B for practicum enrollment. A student who earns two grades of "C" during practicum enrollment will be excluded from subsequent practicum enrollment.

3. Pass a SLHS faculty review of student progress that takes place each semester. The faculty meets each semester to review graduate students' overall progress in the program. Discussion focuses on cumulative academic record, performance in clinical practicum including compliance with the Technical Standards for Clinical Audiology, contributions as a teaching assistant, and research efforts. This review provides an opportunity for individual faculty to share impressions of students' strengths and special talents, as well as areas that may need improvement. In addition, the faculty can be made aware of extenuating circumstances that may bear upon a student's performance during a given semester. Any student who is not maintaining adequate progress will be notified in writing. The student will be required to consult their faculty advisor to devise a remedial plan and set a timeline for its completion. This written plan will be placed in the student's departmental file.

4. Pass an Au.D. Qualifying Examination (1st Year Examination): Students must pass the Qualifying Examination as described in this handbook. The full audiology faculty will review the results of the first year exam and devise a plan of action regarding students who fail the exam after remediation. The student’s advisor will then meet with the student to discuss this plan of action.

5. Pass formal audiology faculty review at end of second year. Each student will be given written feedback summarizing the outcome of this faculty review.

6. Pass the Au.D. 3rd-year comprehensive examination An examination covering the knowledge and skill areas acquired during the first three years of graduate study will be given during the third year. The examination will have practical and oral components. Grading of each component will be done with a three-category system: Honors Pass, Pass, & Fail. Students must achieve at least “Pass” on all elements of each component, and must pass all elements of the practical examination prior to their oral examination. Students will be given an opportunity to do remedial work and be reexamined by the questioner regarding each failed element. The full audiology faculty will review the results of the third year exam and devise a plan of action regarding students who fail the exam after remediation. The student’s advisor will then meet with the student to discuss this plan of action.
7. Complete the Research Project
The research project will be written up in a manner satisfactory to the student’s advisor and research committee. The results will be presented in a public forum (such as the colloquium series in the Department of Speech, Language and Hearing Sciences) and also be defended orally as part of the Final Examination.

8. Complete the Clinical Externship.
A clinical externship will be completed in the 4th year of study and students must maintain enrollment during that period. Clinical faculty will maintain contact with students and with their professional mentors during the externship year. Performance during the Clinical Externship will be rated by the student's onsite preceptor(s) in conjunction with the campus supervisor. A remedial plan will be generated for any student who is not performing satisfactorily during the clinical externship year.

Upon completion of all requirements for the Au.D. degree, the students will have a final examination. A primary component of this examination will be an oral defense of their research. Additionally, students will be asked questions about any aspect of the discipline. This examination will be conducted in accordance with the regulations of the Graduate College.

Failure to maintain academic progress is grounds for dismissal from the program.

The Process of Appeal:
Following notification of unsatisfactory academic progress, the student may submit an appeal in writing to the Head of the Department of Speech, Language and Hearing Sciences.