DOCTOR OF AUDIOLOGY (Au.D.)

Welcome to the Doctor of Audiology (Au.D.) 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 (CAA) and the American Speech-Language-Hearing Association (ASHA). 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.

Applicants for admission to the Au.D. program must possess the capability to complete the entire clinical curriculum (in some cases with reasonable accommodations). The clinical curriculum requires certain demonstrated proficiencies that are distinct from academic requirements. To achieve these proficiencies, students must be able to meet the Technical Standards specified in Appendix A. Upon admission, each student is required to verify that they can meet the standards. Student competence relative to these standards will be re-evaluated each semester of study by the faculty.

Doctor of Audiology Program of Study

The doctoral program in audiology is designed for full-time students enrolled in a four-year course of study. The Doctor of Audiology degree (Au.D.) requires completion of coursework that addresses all of the specified foundational and clinical content areas (approximately 50 units), successful completion of an audiology doctoral project (at least 9 units), an approved minor (at least 9 units), and clinical practicum experiences (approximately 24 units). In total, required coursework, clinical practicum, the minor, and audiology doctoral project for the AuD sums to at least 90 units.

The Au.D. curriculum is detailed in the Plan of Study (see Appendix B), and the recommended course sequence is provided in Table 1. Minor variations in the course requirements and sequence may occur with the approval. The program is designed so that the coursework and clinical education meet the certification requirements of the American Speech-Language-Hearing Association, including the specific knowledge and skills identified by Standard IV of the ASHA Standards for the Certificate of Clinical Competence in Audiology (see details in Appendix C):

- Foundations of Practice in Audiology
- Prevention and Identification
- Assessment
- Intervention
- Advocacy/Consultation
- Education/Research/Administration

The educational background for audiology students should provide sufficient breadth and understanding of speech and language disorders across the life span and provide the skills necessary to fulfill the ASHA standards for certification. This requires coursework in the areas of a) speech/language development, b) speech perception, and c) communication disorders (see Appendix C). The coursework can be completed during undergraduate preparation or in the graduate program. Students should also complete a course in statistics that covers analysis of variance and/or general linear model.

Graduate and undergraduate credit earned at other approved institutions may be counted toward the requirements for the Au.D., if accepted by the SLHS department and the Graduate College. Credit will not be accepted for correspondence courses or extension work obtained at other institutions. At least 30 units of coursework must be taken from the University of Arizona. Consistent with university policy, at least half of all credit hours must be for a letter grade (rather than pass/fail).
Minor Area of Study
Students will complete coursework in a minor area of study (at least 9 units of graduate-level coursework). The minor can be in the area of speech and language, within the Department of Speech, Language, and Hearing Sciences, or in another relevant area. The plan for the minor will be reviewed for approval by the student’s Program Committee.

• SLHS – Examples of Speech and Language Courses for the Minor
  • Speech/language Science
    o SLHS 520 Auditory Cognitive Neuroscience (if not taken as part of major)
    o SLHS 530 Cognitive Neuroscience of Language
    o SLHS 541 Language Acquisition
  • Communication disorders
    o SLHS 543 Adult Language Disorders: Traumatic Brain Injury & Dementia
    o SLHS 544 Adult Language Disorders: Aphasia & Right Hemisphere Disorders
    o SLHS 555 Developmental Language Disorders
    o SLHS 571 Speech Sound Disorders
    o SLHS 572 Speech Disorders I
    o SLHS 574 Speech Disorders II
  • Other relevant areas to be considered for minor area of study
    o Engineering, Physiology, Cognitive Science, Neuroscience, Linguistics, Special Education, Business Management
    o A thematic or distributed minor may also be developed, in which coursework may be taken from two or more departments. Plans for the thematic minor should be submitted for approval by the Advisor and the SLHS Director of Graduate Study (Dr. Story).

Overview of Clinical Practicum
In a typical 4-year plan of study, students will accumulate approximately 2000 hours of clinical practicum experience in a variety of settings. The hours are accrued in the context of practicum enrollment (about 24 credit hours total, including the credit hours for a clinical externship) will be taken to obtain the requisite clinical experience for ASHA certification. Practicum is available in our on-campus clinics and approved off-campus sites, and externships will be arranged at a wide range of cooperating sites.

Client/Patient Confidentiality Training
All students are required to receive training regarding policies for protecting the confidentiality of client/patient information prior to participation in any clinical endeavor. Training includes education regarding federal law and The Health Insurance Portability and Accountability Act (HIPAA).

Audiology Doctoral Project
Students in the Au.D. program will complete an Audiology Doctoral Project, including enrollment in at least 9 units of SLHS 912. This doctoral level learning experience should further advance the student’s knowledge or competency in a specialty area within audiology, add to the knowledge base of the field, or make a clinical/community impact. Each student will present the findings from their project in a public colloquium. Students will be mentored by their Major Advisor and Audiology Doctoral Committee (see below) in all aspects of this endeavor. The scope and completion milestones of the Audiology Doctoral Project will be determined by mutual agreement between the student and Audiology Doctoral Project committee. The Audiology Doctoral Project may be initiated at any time, but no later than the beginning of the third year. As detailed below, the penultimate written project must be submitted to the ADP committee at least two weeks prior to the 4th year examination.
Table 1. Recommended Course Sequence for Au.D. (starting the program in Fall 2013)

Note that slight adjustments in course offerings may be made as necessary.

<table>
<thead>
<tr>
<th>Course#</th>
<th>Fall 1st year - 2013</th>
<th>Units</th>
<th>Course#</th>
<th>Spring 1st year - 2014</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>562A</td>
<td>Anatomy &amp; Physiology of Aud &amp; Vest System</td>
<td>3</td>
<td>582A</td>
<td>Disorders of Hearing &amp; Balance</td>
<td>3</td>
</tr>
<tr>
<td>565</td>
<td>Acoustics for Speech &amp; Hearing Sciences</td>
<td>3</td>
<td>596M</td>
<td>Tinnitus</td>
<td>1</td>
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<tr>
<td>589R</td>
<td>Advanced Audiologic Evaluation*</td>
<td>3</td>
<td>581A</td>
<td>Amplification I</td>
<td>3</td>
</tr>
<tr>
<td>589L</td>
<td>Lab: Advanced Audiologic Evaluation*</td>
<td>1</td>
<td>587A</td>
<td>Lab: Amplification I</td>
<td>1</td>
</tr>
<tr>
<td>559</td>
<td>Clinical Study: Audiology (Rocketship)</td>
<td>1</td>
<td>500</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>562B</td>
<td>Psychophysical Acoustics</td>
<td>3</td>
<td>509</td>
<td>Pediatric Audiology Clinic Readiness</td>
<td>1</td>
</tr>
<tr>
<td>595A</td>
<td>Colloquium</td>
<td>1</td>
<td>559</td>
<td>Clinical Study: Audiology</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>795a-001</td>
<td>Grand Rounds I (1st &amp; 2nd years)</td>
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| Total   | 15                |       | Total   | 14                |       |

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<thead>
<tr>
<th>Course#</th>
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<th>Units</th>
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<td>Clinical Study: Audiology</td>
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<table>
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<tr>
<th>Course#</th>
<th>Fall 2nd year - 2014</th>
<th>Units</th>
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<th>Units</th>
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<tbody>
<tr>
<td>581B</td>
<td>Amplification II</td>
<td>3</td>
<td>588B</td>
<td>Assessment &amp; Rehab of Balance Issues</td>
<td>3</td>
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<tr>
<td>587B</td>
<td>Lab for Amplification II</td>
<td>1</td>
<td>588Q</td>
<td>Lab for Ass. &amp; Rehab of Balance Issues</td>
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<tr>
<td>588A</td>
<td>Physiologic Eval. of the Auditory System</td>
<td>3</td>
<td>588C</td>
<td>Eval of Auditory Perception &amp; Cognition (prev. Electrophys)</td>
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<td>588L</td>
<td>Lab for Physiologic Eval. of the Auditory System</td>
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<td>586</td>
<td>Pediatric Audiology</td>
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<td>501</td>
<td>Professional Issues</td>
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<td>Grand Rounds II (1st &amp; 2nd years)</td>
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<td>510</td>
<td>Counseling Techniques in Com. Dis.</td>
<td>2</td>
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<td>659</td>
<td>Advanced Clinical Studies</td>
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<td>659</td>
<td>Advanced Clinical Studies</td>
<td>2</td>
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<td></td>
<td>Course in minor</td>
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| Total   | 17                |       | Total   | 18-20               |       |

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<td>Adv. Clinical Study: Aud.</td>
<td>1-3</td>
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Table 1. Recommended Course Sequence for AuD (starting the program in Fall 2013) - Continued

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<th>Course#</th>
<th>Fall 3rd year - 2015</th>
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<th>Course #</th>
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<th>Units</th>
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<td>596G</td>
<td>Cochlear Implants</td>
<td>3</td>
<td>568</td>
<td>Speech Perception</td>
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<td>587G</td>
<td>Lab for Cochlear Implants</td>
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<td>584</td>
<td>Occupational &amp; Community Aud.</td>
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<td>795a-003</td>
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<td>596J</td>
<td>Business Issues</td>
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<td>Advanced Clinical Studies: Aud.</td>
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<td>Clinical Studies: Audiology</td>
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<td>Audiology Doctoral Project</td>
<td>2-3</td>
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<td>659</td>
<td>Adv. Clinical Studies: Aud.</td>
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<td>Course in minor</td>
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<td>2-3</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Course in minor</td>
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<td></td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
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<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
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<th>Units</th>
<th>(Can enroll for Audiology Doctoral Project)</th>
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<tr>
<td></td>
<td>No enrollment required</td>
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<table>
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<th>Fall 4th year</th>
<th>Units</th>
<th>Course #</th>
<th>Spring 4th year</th>
<th>Units</th>
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<td>Audiology Doctoral Project</td>
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<tr>
<td>921</td>
<td>Clinical Study: Audiology Externship</td>
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<td>921</td>
<td>Clinical Study: Audiology Externship</td>
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</table>

**Clinical Externship**

A clinical externship will be completed during the 4th year, and students must maintain enrollment during that period. Enrollment for 6 units of SLHS 921 Clinical Studies: Externship each semester of the externship will satisfy the requirement.

- Students are responsible for identifying potential sites and applying to externship programs in consultation with the faculty advisor in charge of the Externship Program. Students who wish to apply for a competitive externship placement are advised to begin exploring options during the fall semester of their third year.

- Training during the externship is coordinated with the UA SLHS program. A letter of introduction summarizing the student’s skills, areas of strengths and remaining challenges will be provided to individual preceptors before the externship begins, and SLHS faculty maintain contact with students and their professional preceptors during the externship year. All forms for grading and documentation for the externship will be provided by the AuD externship coordinator prior to the beginning of the externship. Performance during the Clinical Externship will be evaluated by the externship preceptor in conjunction with the UA externship coordinator.

- Students are responsible for continuing to monitor their accumulated clinical hours during the externship.
**Au.D. Committees**

First-year Au.D. students are assigned an initial advisor at the outset of their first semester in the program. This advisor provides information, answers questions about the program and addresses specific student needs. The initial advisor may be a clinical or tenure-track faculty person.

During the first year of study, each student will select a **Major Advisor**

- The **major advisor** will typically be a tenure-track faculty member; clinical faculty members may serve as Co-advisors, with approval. As indicated below, the Major Advisor may change when the Doctoral Project Committee is formed.
- **Program Committee:** At least two other faculty members will serve on each student’s Program Committee. The Committee’s function is to annually review the program of study to assure that all requirements are being met (see Appendix B). This can include faculty from any of the subspecialties within the department.
- The Associate Department Head, who is the Director of Graduate Studies for the department, will provide guidance regarding approved committee composition.

**Audiology Doctoral Project (ADP) Committee**

Once an audiology doctoral project is determined, the chair of the Audiology Doctoral Project Committee serves as the Major Advisor (or Co-Advisor).

- The Audiology Doctoral Project committee consists of at least three faculty members including the Major Advisor.
- Students and their Major Advisor/mentor are encouraged to recruit committee members to take advantage of the breadth and depth of expertise in speech, language and hearing sciences represented by the department.
- The proposed committee must be approved by the SLHS Associate Department Head, who serves as the Director of Graduate Studies (liaison to UA Graduate College).
- The ADP committee will conduct the final exam that includes a defense of the project. Note that the final exam will also cover the minor, so if the minor is not represented on the ADP committee, then an additional faculty member will be added for the final exam.

The role of the Audiology Doctoral Project Committee is to guide and advise the student through the learning experience and the written product that will serve as the outcome. It is the student’s responsibility to communicate effectively and frequently with all committee members. The faculty on this committee will also participate in the student’s final fourth-year examination.

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

Students who wish to pursue both Au.D. and Ph.D. degrees concurrently should enroll in the Au.D. degree before application to the Ph.D. program. Students should meet with the Ph.D. Committee chair to discuss the Ph.D. application process and program requirements. The Ph.D. program focuses on

- **knowledge of and competency in the use of research tools;**
- **understanding the discipline of human communication sciences and disorders; and**
- **research experiences leading to increasing independence and the pursuit of a dissertation in the student’s major area of study.**

Students should consult the Ph.D. cactus book (student handbook) for requirements pertaining to this degree. The plan of study and research experiences will be developed on an individual basis and approved by the student’s Major Advisor and program committee. A student who plans to obtain both degrees should seek advice from their Major Advisor about the choice of an Audiology Doctoral Project that is complementary to the Ph.D. training plan.
Evaluation of Student Performance in the Doctor of Audiology Program

Student performance is monitored throughout the program to assure that satisfactory progress is being made. Evaluation is primarily based upon grades, performance in clinical practicum, benchmark examinations, the audiology doctoral project and defense, and faculty input. Students should consult with their advisor (or other faculty members) whenever there are questions or concerns about academic achievement or the individual plan of study.

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

1. Satisfactory academic performance
   • The Graduate College requires that students must maintain a cumulative grade point average of \( \geq 3.0 \). This policy and academic probation are described on the following website: http://grad.arizona.edu/academics/policies/academic-policies/academic-probationP.
   • SLHS graduate students are expected to achieve A or B levels of performance in coursework to assure mastery of the critical knowledge and skills in each course.
   • If a student receives a “C” in an academic course, he/she will need to successfully complete a remediation plan with the course instructor. Remediation of any C grade must be documented using the form in Appendix D, which is ultimately filed with department records so that eligibility for ASHA certification can be endorsed. Clinical practicum may be limited or stopped until satisfactory academic performance is achieved in a relevant content area.
   • If a C grade is earned in more than one course (academic or clinical), there is serious concern regarding whether a student can continue in the program, regardless of the overall grade point average. Faculty determination of probationary status or dismissal will be prompted and communicated to the student. Failure to achieve overall satisfactory performance in the program will block the department endorsement of academic and clinical competency with ASHA and state licensing agencies.

2. Satisfactory performance in clinical practica
   • Satisfactory performance in clinical practicum is defined as compliance with the technical standards and grades of A or B for practicum enrollment. Practicum grades are included in the student’s cumulative grade point average.
   • A grade of C or lower for the semester grade will result in a repetition of a similar clinical experience to demonstrate mastery of clinical skills; and the accrued clinical hours may not be awarded.

3. Pass the First Year Examination
   • An examination over the first year of coursework and clinical experiences will be given to all first year AuD students after the first academic year (typically, in May after the final exam period and before the beginning of summer clinic). The purpose of the examination is to confirm that students are making adequate progress with regard to mastery of content and clinical principles, and to confirm adequate writing skills necessary for successful performance in the profession. The examination is used for department purposes only; it may be used to guide the second year of graduate study and to help to assure successful completion of the graduate program. Information regarding the format, schedule, and timeframe for the exam will be provided during the spring semester.
   • The exam is scheduled in a computer lab, but students may request a hand-written option. The typical first year exam is as follows:
o Exam format and content: Students write essay answers to several (e.g., 5-7) questions in a fixed time period (typically 3 hours). Students are expected to select questions consistent with their plan of study (i.e., questions relevant to coursework completed by the end of the first year of study).

- Scoring: The scoring rubric for the exam includes High Pass (HP), Pass (P), Needs Remediation (NR), Fail (F). Passing performance is a rating of High Pass or Pass on 80% of the questions answered.

- Consequences: Answers that are scored as “Needs Remediation” or “Fail” will prompt recommendations from faculty members for remedial work related to each question. The timeline for completing remediations will be detailed in the letter given to the student. Poor performance on the first year exam will result in a review of student status and recommendations, which could include oral examination and/or discontinuation in the program.

4. Pass the Comprehensive Examination (after 2nd year)
   An examination covering the knowledge and skill areas acquired during the first half of graduate program will be conducted after the end of the second year at a time designated by the Department. The specific details of the exam format will be provided, but in general it will consist of questions that require integration of information. The grading rubric will be the same as the 1st Year Examination. Students must achieve “High Pass” or “Pass” on all elements of the exam. The consequences of unsatisfactory performance are the same as those described for the 1st Year Examination. The outcome of the examination will be reported to the Graduate College.

5. Complete the Audiology Doctoral Project
   The Audiology Doctoral Project will be written in a manner satisfactory to the student’s advisor and committee. The project will be presented in a public forum within the department and will also be defended orally as part of the 4th Year Final Examination.

6. Complete 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. Student performance will be evaluated by the externship preceptor(s) in conjunction with the UA supervisor. A remedial plan will be generated for any student who is not performing satisfactorily during the clinical externship year.

7. Final (4th Year) Examination
   Upon completion of all requirements for the Au.D., students will have a final examination that includes an oral defense of the Audiology Doctoral Project. Students will also be asked questions about any aspect of the discipline, translation of knowledge into clinical practice, and contents of the minor. The exam will be conducted by the ADP committee and a representative of the minor (if the ADP committee does not include a member from the minor). This examination will be conducted in accordance with the regulations of the Graduate College; the oral exam will last at least 1 hour and will not exceed 3 hours.

The Process of Appeal
Students who fail to meet the deadlines and requirements of the program (including remediations) may be dismissed from the program. Following notification of unsatisfactory academic progress, the student may submit an appeal in writing to the Head of the Department.
Degree Certification
Students must meet all Graduate College deadlines and requirements for the Au.D.. Requirements and deadlines can be found and forms downloaded from the following website: http://grad.arizona.edu/academics/degree-certification. As program modifications are made from year to year, students must specify which version of the Cactus Book they are using for their program of study and requirements. The Coordinator of Student Services (Minopoli) and SLHS Director of Graduate Studies (Story) review and approve this electronic paperwork prior to its submission to the graduate school.

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. Results should be sent directly to the U of A. (This is free if you do it at the time of the exam, but there is a fee if you order later).

Student Grievance Procedure
Students can raise issues of concern to their faculty advisor, the Department Head, or any other faculty members. 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.

Frequently Asked Questions

1. *Can I change my major advisor?* Yes. Advisors are assigned at the beginning of your program in order to assure that all students connect with a faculty member for advice and guidance, but you can request a specific advisor, or request a change in advisors. It is not uncommon for a student to change their major advisor, particularly when the audiology doctoral project is to be directed by a different faculty member. Be certain that this change is agreed upon by your new advisor, and that the initial advisor knows of the plan. Also inform Denise Minopoli minopold@email.arizona.edu.

2. *Who do I talk to if I am having trouble with the electronic GradPath?* Denise Minopoli 621-1191

3. *What if I am a student who began the program before Fall 2013 and I want to shift to this cactus book? Can I do that?* Yes, you can do that. There may be some content that is covered in a course with a different name or with a different number of units. This is not likely to be a problem, but you should review the “new” plan of study with your advisor to be certain that you fulfill the content areas and that your total number of credits in the major meets the minimum requirements.
Tracking Progress in the AuD Clinical Program

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

- **The Formative Assessment of Student Training (FAST-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 (GO-A):** While the FAST-A assesses a student’s progress relative where they are expected to be at the end of the program, we provide students with 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 (PACE-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 spreadsheet that documents each student’s experiences.

The grading overview (GO-A) is discussed at the time of clinical practicum grading and kept on file in the clinic office. The FAST-A ratings will be entered electronically by clinical faculty. A copy of the PACE-A will be placed on record each semester. Students should also keep a copy for tracking purposes.
**Student checklist for completion of requirements for Au.D.**

- Complete coursework in the major and minor
- Pass 1st year examination (after 1st year)
- Pass Comprehensive Examination (after 2nd year)
- Submit Program of Study to Graduate College for Approval
- Complete Audiology Doctoral Project including public presentation
- Complete Practicum requirements
- Complete Externship
- Pass Final Examination (given during year 4)

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

**Year 1**
- Complete Blood-Borne Pathogens test (online training at [http://risk.arizona.edu/training/](http://risk.arizona.edu/training/)) (Fall)
- Complete HIPAA training (Semester I)
- Select Major Advisor (Semester I)
- Complete Program of Study forms for SLHS and turn in to Coordinator of Student Services (Spring)
- Explore options for the Audiology Doctoral Project with various faculty members.
- Pass First Year Examination

**Year 2**
- Complete Blood-Borne Pathogens test online [http://risk.arizona.edu/training/](http://risk.arizona.edu/training/) (Fall)
- Discuss options for Audiology Doctoral Project with faculty members.
- Complete Responsible Conduct of Research Forms using UAccess (Spring)
- Pass Comprehensive Examination (after 2nd Year)

**Year 3**
- Complete Blood-Borne Pathogens test online [http://risk.arizona.edu/training/](http://risk.arizona.edu/training/) (Fall)
- Arrange interviews for Clinical Externship placement
- Work on Audiology Doctoral Project
- Present Audiology Doctoral Project in a public forum in SLHS
- Complete Graduate Plan of Study Form and Graduate Program Committee Forms using UAccess (Spring)
- Take the Praxis Exam

**Year 4**
- Complete Blood-Borne Pathogens test online [http://risk.arizona.edu/training/](http://risk.arizona.edu/training/) (Fall)
- Externship (Summer Session II, Fall & Spring Semesters)
- Submit final Audiology Doctoral Project document to the examination committee at least 2 weeks before final examination
- Final oral examination (Spring)
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 instructions. Students’ speech and English language skills 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 carry out responsibilities in a timely and safe manner. 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.
Plan of Study Worksheet: The Au.D. Plan of Study must be approved and signed by your Departmental Program Committee during the second semester of study.

Electronic Plan of Study via GradPath on UAccess Student: Students must prepare the plan of study electronically with the Graduate College. Access to the electronic Plan of Study form is via the GradPath on UAccess Student. After log-in, navigate to the Academics section, click the dropdown menu, and select “GradPath forms.” The forms must be completed in a particular sequence and the Plan of Study is only available after completion of the Responsible Conduct of Research form. Enter the coursework as it appears on the paper copy of the Plan of Study. Additional information can be found at http://grad.arizona.edu/GradPath
**Doctor of Audiology Plan of Study Worksheet**

Student Name: __________________________  Year of Cactus Book: ______

Major Advisor(s): __________________________

* indicates credit from undergraduate course is acceptable (i.e., “take or show”). Indicate course name.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLHS 501</td>
<td>1</td>
<td>Professional Issues</td>
<td></td>
<td></td>
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<tr>
<td>SLHS 509</td>
<td>1</td>
<td>Pediatric Audiology Clinic Readiness</td>
<td></td>
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<tr>
<td>SLHS 510</td>
<td>2</td>
<td>Counseling Techniques in Comm. Disorders</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(or approved alternative – grad or UG)</td>
<td></td>
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</tr>
<tr>
<td>SLHS 562A</td>
<td>3</td>
<td>Anatomy &amp; Physiology of Aud &amp; Vest System</td>
<td></td>
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<tr>
<td>SLHS 562B</td>
<td>3</td>
<td>Psychophysical Acoustics</td>
<td></td>
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<tr>
<td>SLHS 565</td>
<td>3</td>
<td>Acoustics for Speech &amp; Hearing Sciences</td>
<td></td>
<td></td>
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<tr>
<td>SLHS 568*</td>
<td>3</td>
<td>Speech Perception</td>
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<tr>
<td>SLHS 582A</td>
<td>4</td>
<td>Disorders of Hearing &amp; Balance</td>
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<tr>
<td>SLHS 584</td>
<td>1</td>
<td>Occupational &amp; Community Audiology</td>
<td></td>
<td></td>
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<tr>
<td>SLHS 581A</td>
<td>3</td>
<td>Amplification I (see lab)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 587A</td>
<td>1</td>
<td>Lab for Amplification I</td>
<td></td>
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<tr>
<td>SLHS 581B</td>
<td>3</td>
<td>Amplification II (see lab)</td>
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<tr>
<td>SLHS 587B</td>
<td>1</td>
<td>Lab for Amplification II</td>
<td></td>
<td></td>
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<tr>
<td>SLHS 596G</td>
<td>3</td>
<td>Cochlear Implants (see lab)</td>
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<tr>
<td>SLHS 587G</td>
<td>1</td>
<td>Lab for Cochlear Implants</td>
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<tr>
<td>SLHS 520</td>
<td>3</td>
<td>Auditory Cognitive Neuroscience (recommended)</td>
<td></td>
<td></td>
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<tr>
<td>SLHS 586</td>
<td>4</td>
<td>Pediatric Audiology</td>
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<tr>
<td>SLHS 588A</td>
<td>3</td>
<td>Physiological Eval of the Auditory Sys</td>
<td></td>
<td></td>
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<tr>
<td>SLHS 588L</td>
<td>1</td>
<td>Lab: Physiological Eval of Aud System (see lab)</td>
<td></td>
<td></td>
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<tr>
<td>SLHS 588B</td>
<td>3</td>
<td>Assessment &amp; Rehab of the Balance Sys</td>
<td></td>
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<tr>
<td>SLHS 588Q</td>
<td>1</td>
<td>Lab: Assessment &amp; Rehab of Balance Sys</td>
<td></td>
<td></td>
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<tr>
<td>SLHS 588C</td>
<td>4</td>
<td>Eval of Auditory Perception &amp; Cognition</td>
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<td></td>
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<td>(prev. Electrophys)</td>
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<tr>
<td>SLHS 589R</td>
<td>3</td>
<td>Advanced Audiologic Eval (see lab)</td>
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<td></td>
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<tr>
<td>SLHS 589L</td>
<td>1</td>
<td>Lab: Advanced Audiologic Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 595A</td>
<td>1</td>
<td>Current Problems in SLHS: Colloquium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 596J</td>
<td>2</td>
<td>Seminar: Business Aspects of Audiology</td>
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<tr>
<td>SLHS 596M</td>
<td>1</td>
<td>Tinnitus</td>
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<tr>
<td>SLHS 795a</td>
<td>3</td>
<td>Clinical Issues in Audiology (3 units</td>
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<td></td>
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<td>[3 different semesters])</td>
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</tbody>
</table>

**Additional Required Coursework** (important for ASHA certification)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>SLHS 500</td>
<td>3</td>
<td>Research Methods</td>
<td></td>
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<tr>
<td></td>
<td>3</td>
<td>Speech or Language Development*</td>
<td></td>
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<tr>
<td></td>
<td>3</td>
<td>Adult or Pediatric Communication Disorders*</td>
<td></td>
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<tr>
<td></td>
<td>3</td>
<td>Speech Perception*</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>3</td>
<td>Statistics* (Approved by advisor; include</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>ANOVA/general linear models)</td>
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</tbody>
</table>
Doctor of Audiology Plan of Study Worksheet (p. 2)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audiology Doctoral Project</strong> (Minimum 9 units at the graduate level.)</td>
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<tr>
<td>SLHS 912</td>
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</tbody>
</table>

**Clinical Practicum Coursework (~24 units)**

List each enrollment separately with the name(s) of supervisor(s). Add lines if necessary.

Note: Clinical practicum courses are not listed on the Graduate College Plan of Study.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLHS 559</td>
<td></td>
<td>Clinical Studies: Audiology</td>
<td></td>
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<tr>
<td>SLHS 659</td>
<td></td>
<td>Advanced Clinical Studies: Audiology</td>
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<tr>
<td>SLHS 921</td>
<td></td>
<td>Externship: Audiology (&gt; 12 units)</td>
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</tbody>
</table>

Grand total of credits

Total number of units > 90 credit hours:
9 units for audiology doctoral project
9 units in the minor
~50 units of coursework in the major
~24 units of clinical practicum

Student Name: ________________________________

Plan of Study Approved by Program Committee:

___________________________________________
Major Advisor

___________________________________________  ___________________________
Committee Member  Committee Member

Note that the final examination must include a representative from the minor. This can be one of the committee members indicated above, or an additional tenure-track faculty member in the minor area of study.
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 audiologic 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 audiologic 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
Speech, Language, and Hearing Sciences
Remediation Plan for “C” Grade in SLHS Course

Student’s Name: ________________________________

Course Number and Title: ________________________________

The following remedial work should be completed to assure that the student meets the standard(s) relevant to this course.

Student must complete this remediation play by: _________________.

__________________________ (date)

Date: ________________ Instructor’s Signature: ________________________________

Date: ________________ Student’s Signature: ________________________________

____________________________________________________________________

The Remediation plan has been completed.

Date: ________________ Instructor’s Signature: ________________________________

Please submit this form to Program Coordinator, Denise Minopoli