## TABLE OF CONTENTS

Mission Statement ........................................................................................................... 3
Academic Programs .......................................................................................................... 3
Teaching Mission Statement ........................................................................................... 4
Research and Clinical Faculty .......................................................................................... 5
Emeritus Faculty ............................................................................................................... 5
Faculty Research Areas ..................................................................................................... 6
Research Professionals .................................................................................................... 7
Doctor of Audiology (AuD) ............................................................................................... 8
Doctor of Audiology Program of Study ........................................................................... 8
Minor Area of Study ........................................................................................................ 9
Overview of Clinical Practicum ........................................................................................ 9
  HIPAA Client/Patient Confidentiality Clinical Policy .................................................... 10
  Clinical Training and Record Keeping ......................................................................... 10
Clinical Externship ........................................................................................................... 10
Academic Advising and Audiology Doctoral Project Committee ................................... 11
  Audiology Doctoral Project (ADP) .............................................................................. 11
  Audiology Doctoral Project Committee ..................................................................... 11
For Students Interested in Pursuing Both an AuD and PhD ........................................... 11
Examinations and Evaluation of Student Performance in the AuD Program ................ 12
  Complete and Defend the Audiology Doctoral Project ............................................ 13
The Process of Appeal ...................................................................................................... 14
Degree Certification ......................................................................................................... 14
National Certification Examination (PRAXIS) ................................................................. 14
Student Grievance Procedure ......................................................................................... 15
Frequently Asked Questions .......................................................................................... 15
The Bilingual Certificate in Speech-Language Pathology and Audiology ...................... 16
Typical Timeline for Completion of Doctor of Audiology (AuD) ................................... 17
University Policies and Resources .................................................................................. 18
Support Services and Resources for Students ............................................................... 18

### Appendices

A. Technical Standards for the SLHS Clinical Graduate Programs .............................. 19
B. Doctor of Audiology Plan of Study for Students beginning Fall 2017 .................. 20
C. ASHA 2012 Standards for the Certificate of Clinical Competence in Audiology .. 24
D. Remediation Plan for “C” Grade in SLHS Course ................................................... 28
The Department of Speech, Language, and Hearing Sciences

Mission Statement
The mission of the Department is to contribute to the scientific study of human communication and its disorders, and to educate students regarding the relevant knowledge and skills necessary for clinical and research endeavors in the field.

Academic Programs
The Department of Speech, Language, and Hearing Sciences offers coursework leading to the Bachelor of Science (BS), Master of Science (MS), Doctor of Audiology (AuD), and Doctor of Philosophy (PhD) degrees.

The Bachelor of Science degree includes coursework to develop understanding of basic principles of biological and physical sciences, mathematics and the social and behavioral sciences. The SLHS major provides a broad education regarding human communication and communication disorders across the lifespan. This degree is also preparatory for clinical degrees in speech-language pathology or audiology, as well as for advanced degrees in speech, language, and hearing sciences or related fields of study.

The Master of Science degree includes the two-year academic and clinical training to prepare students for a career in speech-language pathology. A nonclinical Master of Science degree is also available.

The Doctor of Audiology (AuD) program is a four-year course of study that is a professional degree with a clinical emphasis in audiology.

The Doctor of Philosophy (Ph.D.) program prepares students for academic and research careers through coursework and participation in research projects.

Accreditation
The Clinical MS and AuD programs are accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology a semi-autonomous body of the American Speech-Language-Hearing Association (ASHA). For information on accreditation see https://caa.asha.org
Department of Speech, Language, and Hearing Sciences
Teaching Mission Statement

The teaching mission of the Department of Speech, Language, and Hearing Sciences at the University of Arizona is to provide excellent foundational and advanced education to students in the area of human communication and its disorders.

- For undergraduate students, our goals are
  - To promote critical thinking, writing skills, and problem-solving abilities
  - To provide high quality education in speech, language, and hearing sciences
  - To prepare students to continue their education with advanced degrees in audiology; speech-language pathology; speech, language, and hearing sciences; or related areas.

- For graduate students, our goals are
  - To train highly qualified audiologists and speech-language pathologists who are well-grounded in principles of evidence-based practice
  - To train the next generation of scientists in our professions

Coursework in the clinical degree programs is designed to support students to achieve the following knowledge outcomes and skills:

- Ability to demonstrate speech and language skills necessary for effective communication with clients/patients and their relevant others, and for composing well-written and substantive diagnostic and treatment reports, treatment plans, professional correspondence, and scientific and technical reports,

- Ability to analyze, synthesize and evaluate biological, acoustic, psychological, developmental, linguistic and cultural correlates of basic human communication processes and disorders including: speech, receptive and expressive language in oral, written, and manual modalities, hearing, swallowing, and cognitive/social aspects of communication.

- Ability to analyze and evaluate information about prevention, assessment, and intervention over the range of communication disorders specified in the current ASHA Scope of Practice for audiology and speech-language pathology.

- Ability to analyze and synthesize relevant information regarding professional ethics and to interpret the principles of the ASHA Code of Ethics as they apply to the professional practice of audiology and speech-language pathology.

- Ability to comprehend the common principles of research and research design, both basic and applied, used in human communication sciences and disorders and to know sources of research information and how to access them.

- Have an understanding of issues currently having an impact on audiology or speech-language pathology as professions.
RESEARCH AND CLINICAL FACULTY

Alt, Mary  Ph.D.  Associate Professor (SLP)
Baraket, Fadyeh  Au.D.  Clinical Assistant Professor (AUD)
Beeson, Pélagie M.  Ph.D.  Professor and Department Head (SLP)
Brown, Jessica  Ph.D.  Assistant Professor (SLP)
Bunton, Kate  Ph.D.  Associate Professor (SLP)
Casteix, Jennifer  M.S.  Clinical Associate Professor (SLP)
Cazzato, Kathleen  M.A.  Clinical Assistant Professor (SLP)
Cone, Barbara  Ph.D.  Professor (AUD)
Cuzner, Lea  M.S.  Clinical Assistant Professor (SLP)
DeRuiter, Mark  Ph.D.  Clinical Professor (AUD/SLP)
Dai, Huanping  Ph.D.  Associate Professor
Fabiano-Smith, Leah  Ph.D.  Associate Professor (SLP)
Faux Muller, Cass  M.S.  Clinical Associate Professor (SLP)
Hansen, Erica  Au.D.  Clinical Assistant Professor (AUD)
Hawley, Janet L.  ClinScD  Clinical Assistant Professor (SLP)
Hoit, Jeannette D.  Ph.D.  Professor (SLP)
Kieler, Aneta  Ph.D.  Assistant Professor
Marrone, Nicole  Ph.D.  Associate Professor (AUD)
Miller, Julie  Ph.D.  Assistant Professor (SLP)
Monahan, Natalie  M.S.  Clinical Assistant Professor (SLP)
Motoyoshi, Rui  M.A.  Clinical Assistant Professor (SLP)
Muller, Thomas  Au.D.  Clinical Associate Professor (AUD)
Musiek, Frank  Ph.D.  Professor
Norrix, Linda  Ph.D.  Clinical Associate Professor (AUD)
Plante, Elena  Ph.D.  Professor (SLP)
Samlan, Robin  Ph.D.  Assistant Professor (SLP)
Scholer, Dori  M.S.  Clinical Instructor (SLP)
Story, Brad  Ph.D.  Professor and Associate Department Head
Velenovsky, David  Ph.D.  Senior Lecturer (AUD)
White, Meghan  Ph.D.  Assistant Professor (SLP)
Wong, Aileen  Au.D.  Clinical Instructor (AUD)
Wymer, Carole  M.S.  Clinical Assistant Professor (SLP)

EMERITUS FACULTY

Bayles, Kathryn  Ph.D.  Professor Emerita
Boone, Daniel R.  Ph.D.  Professor Emeritus
Glattke, Theodore J.  Ph.D.  Professor Emeritus
Hodgson, William R.  Ph.D.  Professor Emeritus
Holland, Audrey L.  Ph.D.  Regents Professor Emerita
Shelton, Ralph L.  Ph.D.  Professor Emeritus
FACULTY RESEARCH AREAS

The Speech, Language, and Hearing Sciences building houses research laboratories that complement our on-campus clinical facilities. Students have the opportunity to enroll in independent studies, participate in ongoing investigations, and to conduct directed research in the context of thesis and dissertation projects. A wide range of research interests are represented by the faculty as highlighted below.

Mary Alt  Receptive language development with a particular emphasis on the learning mechanisms that contribute to Specific Language Impairment.

Pélagie Beeson  Neurogenic communication disorders, with particular emphasis on the nature and treatment of aphasia, acquired alexia and agraphia.

Jessica Brown  Development of ecologically-valid assessments, evaluation of augmentative supports and strategies, and examination of visual and cognitive abilities to improve functional outcomes for individuals with traumatic brain injury, concussion, and stroke across the lifespan.

Kate Bunton  Kinematic, aerodynamic, and acoustic characteristics of normal and disordered speech production, speech development, and correlates of speech intelligibility.

Barbara Cone  Human auditory system development and methods for assessing hearing in infants at risk for hearing loss or neurologic impairment.

Mark DeRuiter  Clinical Education in Speech-Language Pathology and Audiology; Auditory Processing and Language Correlates in Children and Adults

Huanping Dai  Basic-science aspects of auditory perception, applied issues related to hearing, including the application of statistical and psychophysical principles and methods to the diagnoses of hearing disorders, and the signal processing for amplification.

Leah Fabiano-Smith  Phonological development and disorders in bilingual Spanish-English speaking children and clinical issues related to culturally and linguistically diverse populations.

Jeannette Hoit  Normal and abnormal speech motor control, aging speech and hearing physiology, motor speech disorders, research ethics and practices.

Aneta Kielar  Integration of behavioral and neuroimaging measures of brain function with goal to understand changes in cognitive functioning associated with brain damage and recovery.

Nicole Marrone  Hearing loss and treatment in adults; aging and cognitive factors in auditory perception; improving speech understanding in competing noise and reverberation

Julie Miller  Neurogenetic mechanisms underlying birdsong as a model for understanding speech function and dysfunction
Frank Musiek  
(Central) auditory processing disorders, Auditory evoked potentials, Neuroanatomy & neurophysiology of the central auditory system, Neuroaudiology

Elena Plante  
Brain-language relations in developmental language disorders and language assessment and treatment.

Robin Samlan  
Production, perception, and measurement of the human voice

Brad Story  
Speech acoustics/analysis/signal processing, synthesis/simulation of speech and voice, relation between articulation and acoustics, speech-to-speech transformation, perception of natural and synthetic speech.

David Velenovsky  
Tinnitus management, studying inner ear function in lizards as a way to better understand cochlear mechanics and auditory processing in individuals on the autism spectrum.

Meghan Darling-White  
Develop and validate interventions that have an impact on functional speech production skills in individuals with motor speech disorders.

Research Professionals

Cecelia Figueroa, M.S., CCC-SLP  L4 Lab (Alt)
Giau Le, Au.D., CCC-A  Marrone Lab
Dianne Patterson, Ph.D.  Plante Lab & Aphasia Research Project (Beeson)
Kindle Rising, M.S., CCC-SLP  Aphasia Research Project (Beeson)
Rebecca Vance, M.S., CCC-SLP  Plante Lab
Aileen Wong, Au.D., CCC-A  Marrone Lab
DOCTOR OF AUDIOLOGY (AuD)

The Doctor of Audiology (AuD) 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) in Audiology and Speech-Language Pathology, a semi-autonomous body of 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. We also maintain a website for matriculating students where complementary information is available at http://slhsfac.arizona.edu/content/aud.

Applicants for admission to the AuD 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 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 (AuD) 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 AuD 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 approval. The program is designed so that the coursework and clinical education can be tailored to 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.

Graduate and undergraduate credit earned at other approved institutions may be counted toward the requirements for the AuD, 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).
The faculty members of the Department of Speech, Language, and Hearing Sciences are committed to providing the highest quality graduate education, both academic and clinical. All students are invited to attend the weekly colloquium series, which provides an excellent complementary learning experience for students. Presentations typically occur 3 times per month over the noon hour (every Monday except the first Monday of the month). Speakers include members of the SLHS faculty, other UA faculty, visiting scholars, students, and local professionals. Student presentations regarding research or clinical work are prepared under the direction of supervising faculty. Attendance at the colloquia is particularly appropriate during the first year of graduate school as a means to learn more about the research and clinical activities in the department. To obtain academic credit for the colloquium, students register for SLHS 595a for 1 unit of credit.

**Minor Area of Study**

Students will select a minor area of study and complete the coursework to meet the requirements of the minor department (9-15 units, depending on the minor department requirements). A list of available minors can be found at this link: [http://grad.arizona.edu/programs/](http://grad.arizona.edu/programs/).

The minor can be in the area of speech and language, within the Department of Speech, Language, and Hearing Sciences (9 units). Six of the requirement units must be from coursework.

A multidisciplinary study minor is also available. Students who wish to complete a multidisciplinary minor should confer with their advisor. Multidisciplinary minors require a total of 9 graduate-level credits with courses from at least 2 different departments.

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**
  - SLHS 541 Language Acquisition
- **Communication Disorders**
  - SLHS 543 Adult Language Disorders II
  - SLHS 544 Adult Language Disorders I
  - SLHS 555 Developmental Language Disorders
  - SLHS 571 Speech Sound Disorders
  - SLHS 572 Speech Disorders I
  - SLHS 574 Speech Disorders II
- **Other relevant areas to be considered for minor area of study**
  - Engineering, Physiology, Cognitive Science, Neuroscience, Linguistics, Special Education, Business Management, Public Health
  - Note that the minor must be completed within one department or Graduate Interdisciplinary Program. The graduate college does not accept a thematic minor.

**Overview of Clinical Practicum**

Students will have the opportunity to gain supervised clinical experience in a variety of settings including our on-campus clinics and approved off-campus sites and externship locations. In a typical 4-year plan of study, students will accumulate approximately 2000 hours of clinical practicum experience. The hours are accrued in the context of practicum enrollment (about 24 credit hours total, including the credit hours for a clinical externship). The experiences are designed to achieve mastery of the knowledge and skills for clinical practice, which meet the ASHA standards in Audiology.
HIPAA Client/Patient Confidentiality Clinical Policy

HIPAA stands for the Health Insurance Portability and Accountability Act, a federal law regarding confidentiality of client/patient information. All students must receive HIPAA training to participate in any clinical endeavor, and are expected to adhere to HIPAA and Department policies at all times. HIPAA training involves two steps:

1. Students must complete the UA HIPAA training through UAccess Learning. This training can be completed on campus or from an off-campus location using VPN. On UAccess Learning, click on Find Learning and locate the module HIPAA (Health Insurance Portability and Accountability Act (CERTHIPAA) and click register. When registered click on HIPAA 101 and complete the self-paced modules. Detailed instructions are available on the UAccess Learning site. When you have completed the module, print the certificate of completion.

2. Students must review the department HIPAA policies (available on slhsfac.arizona.edu) and sign the department confidentiality form. Annual updates regarding HIPAA and other security issues will be provided at the start of each academic year.

Students must have a certificate of completion from UAccess Learning and a signed confidentiality form on file in the department office. This training must be renewed and copies submitted to the office annually. Direct questions regarding HIPAA to Janet Hawley, SLHS HIPAA Compliance Officer.

Clinical Training and Record Keeping

Clinical training includes supervised clinical experiences across a variety of populations and disorder types. Record-keeping for clinical experiences will be maintained using a web-based program called CALIPSO, which is an application designed specifically for speech-language pathology and audiology programs that manages key aspects of academic and clinical education. Each student will establish an individual CALIPSO account, and is responsible for entering accrued clinical hours each semester. The clinical instructor will enter clinical evaluation ratings and grades each semester.

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) is required each semester of the externship to 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. The externship coordinator will also provide the preceptor with information regarding evaluation of student performance through CALIPSO.

- Performance during the Clinical Externship will be evaluated by the externship preceptor in conjunction with the UA externship coordinator. Satisfactory demonstration of competence in all assessed skill areas is required for graduation and for recommendation for ASHA certification. Students are responsible for continuing to monitor their accumulated clinical hours during the externship.
First-year AuD students are assigned an academic advisor at the beginning of their first semester in the program. This advisor provides information, answers questions about the program, and addresses specific student needs. During the first year, each student will complete a hard copy of the Plan of Study with approval of the academic advisor. During the first year, students should also initiate contact with other faculty who are potential mentors or committee members for the Audiology Doctoral Project.

Audiology Doctoral Project (ADP)
Students in the AuD program will complete an Audiology Doctoral Project (ADP), including enrollment in at least 9 units of SLHS 912. This doctoral level learning experience should further advance 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 forum with all ADP committee members in attendance. Students will be mentored by their ADP Chair and Committee in all aspects of this endeavor. The scope and completion milestones of the project will be determined by mutual agreement between the student and Audiology Doctoral Project committee. The ADP may be initiated at any time, but no later than the beginning of the third year. Students are required to submit a copy of their ADP prospectus to the department office prior to public presentation.

Audiology Doctoral Project Committee
- The ADP is directed by the Committee Chair (along with a co-Chair, in some circumstances). Note that it is not necessary for a student to change their academic advisor to be the same individual as the ADP Chair.
- The Committee consists of at least three faculty members including the Chair. Students 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 (Dr. DeRuiter), who serves as the SLHS Director of Graduate Studies (liaison to UA Graduate College).
- The role of the ADP 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.

For Students Interested in Pursuing Both an AuD and PhD
Students who wish to pursue both AuD and PhD degrees concurrently should enroll in the AuD degree before applying to the PhD program. Students should meet with the PhD. Committee chair to discuss the PhD application process and program requirements. The PhD program focuses on (a) knowledge of and competency in the use of research tools; (b) understanding 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.

Students should consult the PhD 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 planning to obtain both degrees should seek advice from their Major Advisor about the choice of an ADP that is complementary to the PhD training plan.
Examinations and 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 academic advisor (or other faculty members) whenever there are questions or concerns about academic achievement or the individual plan of study. A plan of study (Appendix B) should be submitted to the Graduate Program Coordinator (Susan Bridgewater) during spring semester of your 1st year. Any revisions to the plan of study need to be documented in writing and approved by the Director of Graduate Studies (Dr. DeRuiter). Please contact Dr. DeRuiter for a copy of the modifiable plan of study Excel form.

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-probation](http://grad.arizona.edu/academics/policies/academic-policies/academic-probation).
   - 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 Practicum**
   - 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 Comprehensive Examination (end of Second Year)**
   - An examination over the first two years of coursework and clinical experiences will be given to all AuD students after the second 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 minor area of study is not covered during the
comprehensive examination, but is deferred to the Oral Defense of the ADP that typically occurs in the latter part of the third year.

- The comprehensive exam is scheduled in a computer lab, but students may request a handwritten option. Specific information regarding the format, schedule, and timeframe for the exam will be provided during the spring semester. The typical exam is as follows:
  - **Exam format and content**: Students write essay answers to six questions in a fixed time period (typically 4 hours).
  - **Scoring**: The scoring rubric for the exam includes High Pass (HP), Pass (P), Low Pass (LP), Fail (F).
  - To pass this examination, the answers to 5 of the 6 questions must be judged by the faculty as Low Pass, Pass or High Pass.
  - If the written exam is failed (i.e., 2 or more questions receive a Fail), this will prompt a review of the student status and recommendations, which could include remediation, oral examination, or discontinuation from the program. The outcome of the exam is reported to the Graduate College are final.

**Complete and Defend the Audiology Doctoral Project**

The Audiology Doctoral Project (ADP) will be written in a manner satisfactory to the student’s advisor and committee.

- After the ADP is completed (including completion of the written document), the student will give a presentation of the work in a public forum. All ADP committee members must be present during this presentation.
- After the public presentation, an oral defense of the project will be conducted in person with the ADP committee. Ideally the defense will be conducted during the third year of study.
- The oral defense of the project may include an oral examination for the minor area of study. The examination will last at least 1 hour and not more than 3 hours.
- If work on the ADP extends into the 4th year, the student must be enrolled in SLHS 912 while the work is completed. If the oral defense is scheduled during the 4th year, it can be combined with the Final examination (see below). In this case, the oral defense and final exam would both need to be completed in person.
- The ADP needs to be archived with the Graduate College/UA Campus Repository. Instructions can be found here: [https://grad.arizona.edu/gsas/dissertations-theses](https://grad.arizona.edu/gsas/dissertations-theses).
- Important deadlines for submission are listed here: [https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines](https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines)

An Audiology Doctoral Project is considered “completed” and no longer requires SLHS 912 registration when all of the following conditions have been met:

1. The student has successfully completed a minimum of 9 units in SLHS 912.
2. The student has presented their ADP research publicly at a departmental colloquium, ADP research day in April, or an independently scheduled department presentation.
3. The ADP document has been given **final** approval by the ADP committee and/or ADP chair such that it is ready to be submitted for archiving to the Grad College (note that the document is not actually submitted until spring of the fourth year). If additional editing of the document is needed and extends into the fourth year, the student must continue to register for at least 1 unit of SLHS 912 until it is completed, regardless of whether the student has the 9 unit minimum.
If the oral defense (NOT the public presentation) of the ADP to the student’s committee is not completed prior to the start of the fourth year, then it will become a significant part of the Final Defense in April/May of fourth year. If all other conditions are met, this case does not require any fourth year enrollment in SLHS 912.

4. **Complete the Minor**
   The minor requirements are set forth by the minor department, and will include 9-12 units. The oral examination for the minor will typically be included with the oral defense of the ADP, but it could be conducted at the time of the Final Examination.

5. **Complete Clinical Externship**
   Students are required to complete the equivalent of one year of full time clinical experience. For most, this includes a formal clinical externship 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 externship coordinator. A remedial plan will be generated for any student who is not performing satisfactorily during the clinical externship year. Satisfactory demonstration of competence in all assessed skill areas is required for graduation and for recommendation for ASHA certification. A remedial plan may be generated for any student who is not performing satisfactorily during the clinical externship year.

6. **Final (4th Year) Examination**
   Upon completion of all requirements for the AuD, students will have a final oral examination. Students will 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. If the minor representative did not attend the ADP defense, they should be included in this exam. 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. As noted above, the exam may include the oral defense of the ADP and the minor examination, if this was not done during the third year.

**The Process of Appeal**
Students who fail to meet the deadlines and requirements of the program (including remediation) may be dismissed from the program. Following notification of unsatisfactory academic progress, the student may submit an appeal in writing to the Department Head.

**Degree Certification**
Students must meet all Graduate College deadlines and requirements for the AuD Requirements and deadlines can be found and forms downloaded from the following website: [https://grad.arizona.edu/gsas/degree-requirements](https://grad.arizona.edu/gsas/degree-requirements). 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 Graduate Program Coordinator (Susan Bridgewater) and SLHS Director of Graduate Studies (Dr. Story) review and approve this electronic paperwork prior to its submission to the graduate school.

**National Certification Examination (PRAXIS)**
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 (RA 0002) and ASHA (R5031). You should
determine whether the state you intend to work in requires the scores to be sent directly to their licensing board. This is free if you make the request 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](http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy).

Students may also contact the Council on Academic Accreditation in Audiology and Speech-Language Pathology at the American Speech-Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20852 for grievances related to accreditation.

**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. Be certain that this change is agreed upon by your new advisor, and that the initial advisor knows the plan. Also, inform the Graduate Program Coordinator, Susan Bridgewater, at sjnagel@email.arizona.edu.

2. *Who do I talk to if I am having trouble with the electronic GradPath electronic tracking system?* Contact the Graduate Program Coordinator, Susan Bridgewater, at (520)621-1192 or sjnagel@email.arizona.edu

3. *What if I am a student who began the program before Fall 2018 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 for 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.
The Bilingual Certificate in Speech-Language Pathology and Audiology

Graduate students have the opportunity to earn the Bilingual Certificate in Speech-Language Pathology. The program allows students to specialize in evidence-based methods of assessment, diagnosis, and treatment of bilingual children and adults with speech, language, and hearing impairments. Students who earn this certificate will demonstrate knowledge regarding how the structure of common languages spoken in the United States compare and contrast with English, how to appropriately assess and treat all languages in the bilingual or multilingual individual, how to train and implement the use of interpreters, and cultural awareness and sensitivity in the clinical setting.

In addition to the typical graduate curriculum, the certificate program requires the following graduate coursework (9 units):

1. SLHS 535 Bilingualism, Multiculturalism, and Nonmainstream Dialects (3 Units)
2. SLHS 597 Workshop: Topics in Service Delivery for Bilingual Populations (1 unit).
3. Clinical Practicum in Bilingual Context (2 units)
   - Clinical experiences with bilingual populations will take place under the enroll in SLHS 558 Clinical Studies in Speech-Language Pathology or SLHS 559 Clinical Studies in Audiology
   - A minimum of 70 contact hours with bilingual populations across multiple clinical placements (either on or off campus) should be documented.
4. At least one additional appropriate elective course (3 units total) – Examples include:
   - AIS 545A Structures of Non-Western Languages
   - AIS 582 Hopi Language in Culture
   - AIS 696J Topics in Native American Languages and Linguistics
   - ANTH 550A Language and Society in the Middle East
   - ANTH 556 Japanese Sociolinguistics
   - CPH 520 Racial and Ethnic Health Disparities (3)
   - HIST 552 American Ethnic History (3)
   - HPS 533 Global Health (Ehir)
   - HPS 535: Multicultural Health Beliefs
   - HPS 581A - Issues in Native American Health: An Introduction to Critical Thinking
   - HPS 577 Sociocultural & Behavioral Aspects of Public Health (3)
   - LING 500 Linguistics for Non-majors
   - LING 502 Gender and Language in Japan
   - LING 519 Linguistic Structure of Modern Chinese
   - LING 511 Introduction to Japanese Linguistics
   - LING 544 Typology and Universals
   - TLS 504 Language and Culture in Education
   - TLS 507 Education of Mexican Americans in the United States
   - TLS 510 Foundations of Bilingual Education and Second Language Learning
   - TLS 512 Educating Culturally Diverse Students in a Pluralistic Society
   - TLS 514 Reading and Writing in Bilingual and Second Language Settings
   - TLS 581 Multicultural Literature and Literacy
   - TLS 641 Immigration and Education
   - TLS 643 International Indigenous Culture-Based Education
   - MAS 505 - Traditional Indian Medicine: Health, Healing and Well Being
   - MAS 508 - The Mexican-American: A Cultural Perspective
   - MAS 510: Socio-cultural determinants of health
   - MAS 525: Latino Health Disparities
   - MAS 535 - Mexican Traditional Medicine: An Overview of Indigenous Curing Cultures
   - MAS 575a Education of Latina/o
   - SPAN 574A Language in the Mexican American Experience
   - SERP 504 Cultural and Linguistic Diversity in Exceptional Learners

Other classes or independent study experiences may be identified to fulfill the elective requirement.

For more information, talk with Dr. Leah Fabiano-Smith, Director, Bilingual Certificate Program.
Typical Timeline for Completion of Doctor of Audiology (AuD)

Year 1
- Complete Blood-Borne Pathogens test (online training at http://www.uaccess.arizona.edu) (Fall)
- Complete HIPAA training (UAccess Learning) http://www.uaccess.arizona.edu
- Obtain Arizona Fingerprint Card
- Meet with assigned academic advisor (Semester I)
- Complete Program of Study forms for SLHS and turn in to SLHS Coordinator of Student Services (Appendix B; form located on http://slhsfac.arizona.edu/content/aud)
- Explore options for the Audiology Doctoral Project with various faculty members.

Year 2
- Complete Blood-Borne Pathogens test (online training at http://www.uaccess.arizona.edu) (Fall)
- Complete HIPAA training (UAccess Learning) http://www.uaccess.arizona.edu
- Complete Responsible Conduct of Research Forms using UAccess
- Submit Graduate Plan of Study Form and Graduate Program Committee Forms using UAccess (Fall) http://grad.arizona.edu/GradPath (instructions provided at orientation)
- Complete Comprehensive Exam Committee Form (Spring)
- Complete Announcement of Comprehensive Exam Form (Spring)
- Discuss options for Audiology Doctoral Project with faculty members.
- Pass Comprehensive Examination (end of 2nd Year)

Year 3
- Complete Blood-Borne Pathogens test (online training at http://www.uaccess.arizona.edu) (Fall)
- Complete HIPAA training (UAccess Learning) http://www.uaccess.arizona.edu
- Arrange interviews for Clinical Externship placement
- Modify Graduate Plan of Study Form and Graduate Program Committee Forms using UAccess (Spring) http://grad.arizona.edu/GradPath (instructions provided at orientation)
- Work on Audiology Doctoral Project
- Present Audiology Doctoral Project in a public forum in SLHS
- Complete ADP (Doctoral Dissertation) Committee form in GradPath
- Submit ADP document to examination committee (two weeks before defense)
- Schedule oral defense of ADP (include the minor department for exam), complete Announcement of Final Defense form in GradPath*
- Conduct oral defense of the ADP and examination of the minor*
- Take the Praxis Exam (Not a program requirement, but needed for licensure and certification; send scores to ASHA R5031 and UA RA0002)

Year 4
- Complete Blood-Borne Pathogens test (online training at http://www.uaccess.arizona.edu) (Fall)
- Externship (Summer Session II, Fall & Spring Semesters)
- If not previously completed, submit final Audiology Doctoral Project document to the examination committee at least 2 weeks before final examination. Include the minor if not previously examined.
- Final oral examination (Spring).

*indicates recommended schedule
University Policies and Resources

The University of Arizona seeks to promote a safe environment where students and employees can participate in the educational process without compromising health, safety, or welfare. To that end, the clear policies and guidelines are provided for student and faculty conduct, and excellent resources are available to support all members of the university community. We encourage students to seek guidance and assistance from SLHS faculty and staff as needed, including direct contact with the department head. Anyone who experiences or is aware of discriminatory conduct or threatening behavior is urged to report the concern without delay. Concerns or needs can be communicated directly to the appropriate university offices, including the Dean of Students, Human Resources, and the Office of Institutional Equity.

Nondiscrimination and Anti-harassment Policy: The University is committed to creating and maintaining an environment free of discrimination; see http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

Threatening Behavior Policy: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

UA Office of Institutional Equity: http://equity.arizona.edu/submit-report-or-complaint

University of Arizona Graduate College Grievance Policy: https://grad.arizona.edu/policies/academic-policies/grievance-policy

Code of Academic Integrity: All members of the University of Arizona community have a responsibility to uphold and maintain an honest academic environment by following the UA Code of Academic Integrity. Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

Support Services and Resources for Students

Support Services: Student Assistance serves as a central support resource for all students. Help is available to support students and their families manage crises, life traumas, and other barriers that impede success. The staff works to address the needs of students who struggle in such areas as psychological health, physical health, victimization, relationship issues, social adjustment, and academics through a variety of interventions, referrals, and follow up services. We strive for a culture of caring on campus. Resources are available here: https://deanofstudents.arizona.edu/student-assistance/students/student-assistance

Disability Resources Center: The Disability Resource Center (DRC) leads the University in a progressive and proactive approach to campus accessibility. Our goal is to ensure that disabled students, employees and visitors, have a similar, if not identical, experience to that of their non-disabled counterparts. In addition to facilitating individual accommodations, DRC works proactively to impact the systemic design of our campus environments to be seamlessly accessible, reducing or eliminating the need for any individual accommodations or modifications. https://drc.arizona.edu/about
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.
Appendix B

To Be Inserted Once Approved
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 immitance (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 audioligic 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 audiolinguistic 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 plan by: ______________________(time/date)

Failure to complete this plan by this date will result in: _________________________

Date: ___________________ Instructor’s Signature: ______________________________

Date: ___________________ Student’s Signature: _______________________________

-------------------------------------------------------------------------------------------------------------------------------------
The Remediation plan has been completed.

Date: ___________________ Instructor’s Signature: ______________________________

Please submit this form to our Program Coordinator, Susan Bridgewater, Room 224.