



**Department of
SPEECH, LANGUAGE, and HEARING SCIENCES**

2016-2017

Student Handbook

The “Cactus Book”

Doctor of Audiology



Department of Speech, Language, and Hearing Sciences
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Au.D.
Fall 2016

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) in Audiology and Speech-Language Pathology 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 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 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 Au.D. 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 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).

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 (9-12 units, depending on the minor department requirements). The minor can be in the area of speech and language, within the Department of Speech, Language, and Hearing Sciences (9 units), or in another relevant area. A minor outside of SLHS must be chosen from the list of Graduate Programs found at this link: <http://grad.arizona.edu/programs/>.

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 520 Auditory Cognitive Neuroscience
 - SLHS 530 Cognitive Neuroscience of Language
 - 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
 - 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. 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 maintain 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 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. The externship co-ordinator 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.

Academic Advising and Audiology Doctoral Project Committee

First-year Au.D. 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 Au.D. 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 colloquium. 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.

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. Story), 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 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 applying 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

- (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 Ph.D. 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 Ph.D. 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 Coordinator of Student Services (Denise Minopoli) 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. Story). Please contact Dr. Story 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 ≥ 3.0 . This policy and academic probation are described on the following website: <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 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 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 hand-written 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 several (e.g., 5-7) questions in a fixed time period (typically 3 hours).
 - Scoring: The scoring rubric for the exam includes High Pass (HP), Pass (P), Low Pass (LP), Fail (F). Passing performance is a rating of High Pass, Pass, or Low Pass on 80% of the questions answered.
 - Expectations and Consequences: Students are expected to achieve High Pass, Pass, or Low Pass on all elements of the exam.
Consequences: Poor performance on the comprehensive exam (<80% “Pass”, “High Pass”, or “Low Pass” will result in a review of student status and recommendations, which could include remediation, oral examination and/or discontinuation from the program. The outcome of the examination will be reported to the Graduate College.

4. Complete and Defend the Audiology Doctoral Project

The Audiology Doctoral Project 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.
- 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 should also 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>.
- Important deadlines for submission are listed here: <https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines>

An ADP 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 publically 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 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.

5. 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.

6. Complete Clinical Externship

Students are required to complete the equivalent of one year 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.

7. Final (4th Year) Examination

Upon completion of all requirements for the Au.D., students will have a final oral examination. 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. 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. 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 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 Au.D. Requirements and deadlines can be found and forms downloaded from the following website: <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 Coordinator of Student Services (Denise Minopoli) 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). (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>. Students may also contact the Council on Academic Accreditation in Audiology and Speech-Language

Pathology 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. Be certain that this change is agreed upon by your new advisor, and that the initial advisor knows 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 electronic tracking system?* Denise Minopoli at 621-1192 or minopold@email.arizona.edu
3. *What if I am a student who began the program before Fall 2016 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 the structure of common languages spoken in the United States compares and contrasts 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 (at least 11 units):

1. SLHS 535 Bilingualism, Multiculturalism, and Nonmainstream Dialects (3 Units)
2. Clinical Practicum in Bilingual Context (at least 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.
3. At least two additional appropriate elective course (6 units total) – Examples include:
 - LRC 504 Language and Culture in Education
 - LRC 510 Foundations of Bilingual Education and Second Language Learning
 - LRC 512 Educating Culturally Diverse Students in a Pluralistic Society
 - LRC 514 Reading and Writing in Bilingual and Second Language Settings
 - LRC 581 Multicultural Literature and Literacy
 - LRC 641 Immigration and Education
 - LRC 595a Language Socialization Across Cultures
 - LRC 595a Issues in Educating Bilingual/Multicultural Children
 - LRC 795a Bilingualism
 - ANTH 679 Language and Ethnography
 - ANTH/MAS 508 The Mexican-American: A Cultural Perspective
 - SPAN 580 Introduction to Spanish Sociolinguistics
 - SPAN 574A Bilingualism 1--Language in the Mexican American Experience
 - SPAN 574B Bilingualism 2 --Heritage Language Research
 - SPAN 584A Sociolinguistics 1--Spanish in Contact
 - SPAN 584B Sociolinguistics 2--Variation in Spanish
 - SPAN 584C Sociolinguistics 3--Research Methods in Sociolinguistics
 - LING 500 Linguistics for Native American Communities
 - LING 501 Formal Foundations of Linguistics
 - LING 511 Introduction to Japanese Linguistics (or Chinese, Arabic, language of choice)
 - LING 544 Typology and Universals

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.

Student checklist for completion of requirements for Au.D.

- ___ Complete coursework in the major and minor
- ___ Pass Comprehensive Examination (after 2nd year)
- ___ Submit Program of Study to Graduate College for Approval
- ___ Complete and defend 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://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 Responsible Conduct of Research Forms using UAccess (Fall)
- Begin Graduate Plan of Study Form and Graduate Program Committee Forms using UAccess (Fall) <http://grad.arizona.edu/GradPath>
- 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 (after 2nd Year)

Year 3

- Complete Blood-Borne Pathogens test (online training at <http://www.uaccess.arizona.edu>) (Fall)
- Modify Graduate Plan of Study Form and Graduate Program Committee Forms using UAccess (Fall) <http://grad.arizona.edu/GradPath>
- Arrange interviews for Clinical Externship placement
- 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

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

Doctor of Audiology Plan of Study for Students beginning Fall 2016

<i>Course#</i>	<i>Fall 1st year – 2016</i>	<i>Units</i>	<i>Course#</i>	<i>Spring 1st year -2017</i>	<i>Units</i>
562A	Anatomy & Physiology of Aud & Vest System	3	582A	Disorders of Hearing & Balance	3
565	Acoustics for Speech & Hearing Sciences	3	596M	Tinnitus	1
589R	Advanced Audiologic Evaluation	3	581A	Amplification I	3
589L	Lab: Advanced Audiologic Evaluation	1	587A	Lab: Amplification I	1
559	Clinical Study: Audiology (Rocketship)	1	500	Research Methods	3
562B	Psychophysical Acoustics	3	509	Pediatric Audiology Clinic Readiness	1
595A	Colloquium	1	559	Clinical Study: Audiology	1
			795a-001	Clinical Issues(1 st & 2 nd years)	1
	<i>Total</i>	<i>15</i>		<i>Total</i>	<i>14</i>
<i>Course#</i>	<i>Sum Sess 1st year 2017</i>	<i>Units</i>	<i>Course#</i>	<i>Spring 2nd year -2018</i>	<i>Units</i>
559	Clinical Study: Audiology	1-3	912	Audiology Research Project	0-3
<i>Course#</i>	<i>Fall 2nd year - 2017</i>	<i>Units</i>	<i>Course#</i>	<i>Spring 2nd year -2018</i>	<i>Units</i>
581B	Amplification II	3	588B	Assessment & Rehab of Balance Issues	3
588A	Physiologic Eval. of the Auditory System	3	588Q	Lab for Ass. & Rehab of Balance Issues	1
588L	Lab for Physiologic Eval. of the Auditory System	1	588C	Eval of Aud Percption & Cognition	3
510	Counseling Techniques in Com. Dis.	2	586	Pediatric Audiology	4
559	Clinical Study: Audiology	2	795a-002	Clinical Issues (1 st & 2 nd years)	1
659	Advanced Clinical Studies	1	559	Clinical Study: Audiology	1
	Course in minor	3	659	Advanced Clinical Studies	2
	<i>Total</i>	<i>15</i>	912	Audiology Doctoral Project	2-3
				<i>Total</i>	<i>17-18</i>
<i>Course#</i>	<i>Sum Sess 2nd year – 2018</i>	<i>Units</i>	<i>Course#</i>	<i>Spring 2nd year – 2018</i>	<i>Units</i>
912	Audiology Research Project	0-3	912	Audiology Research Project	0-3

Appendix B

Doctor of Audiology Plan of Study for Students beginning Fall 2016 (page 2)

<i>Course#</i>	<i>Fall 3rd year –2018</i>	<i>Units</i>	<i>Course #</i>	<i>Spring 3rd year -2019</i>	<i>Units</i>
596G	Cochlear Implants	3	568	Speech Perception	3
587G	Lab for Cochlear Implants	1	580	CAPD	3
501	Professional Issues	1	584	Occupational & Community Aud.	1
596J	Business Issues	2	559	Clinical Studies: Audiology	1
559	Clinical Studies: Audiology	1	596B	Pharmacology	1
659	Adv. Clinical Studies: Aud.	2	659	Advanced Clinical Studies: Aud.	2
912	Audiology Doctoral Project	2-3	912	Audiology Doctoral Project	2-3
	Course in minor	3		Course in minor	3
	<i>Total</i>	<i>15-16</i>		<i>Total</i>	<i>16-17</i>
<i>Course#</i>	<i>Summer Session 2019</i>	<i>Units</i>			
	No enrollment required		(Can enroll for Audiology Doctoral Project)		
<i>Course#</i>	<i>Fall 4th year-2019</i>	<i>Units</i>	<i>Course #</i>	<i>Spring 4th year-2020</i>	<i>Units</i>
921	Clinical Study: Audiology Externship	6	921	Clinical Study: Audiology Externship	6
912	ADP	0-1	912	ADP	0-1

Doctor of Audiology Plan of Study Worksheet

Student Name: _____ Year of Cactus Book: _____

Academic Advisor: _____



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

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

Additional Required Coursework (important for ASHA certification)

SLHS 500	3	Research Methods	_____	_____
	3	Speech or Language Development*	_____	_____
	3	Adult or Pediatric Communication Disorders*	_____	_____
	3	Speech Perception*	_____	_____
	3	Statistics* (Approved by advisor; include	_____	_____

ANOVA/general linear models)

Doctor of Audiology Plan of Study Worksheet (p. 2)

Course	Units	Title	Semester/Year	Grade
Audiology Doctoral Project (Minimum 9 units at the graduate level.)				
SLHS 912			_____	_____
			_____	_____
			_____	_____

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.

Course	Units	Title	Semester/Year	Grade
SLHS 559		Clinical Studies: Audiology	_____	_____
			_____	_____
			_____	_____
SLHS 659		Advanced Clinical Studies: Audiology	_____	_____
			_____	_____
			_____	_____
SLHS 921		Externship: Audiology (≥ 12 units)	_____	_____
			_____	_____
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:

Academic 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 audiology 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, audiology 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 audiology 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 audiology 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 audiology 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 plan 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