



COLLEGE OF SCIENCE

Speech, Language
& Hearing Sciences

Doctor of Audiology (AuD)

2025 - 2026

Graduate Student Handbook

The “Cactus Book”



Department of Speech, Language, and Hearing Sciences
The University of Arizona
1131 E. 2nd Street
P.O. Box 210071
Tucson, Arizona 85721-0071

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The Department of Speech, Language, and Hearing Sciences
Doctor of Audiology Program



SLHS Mission Statement

The Department's mission is to contribute to the scientific study of human communication and its disorders, educate students regarding the relevant knowledge and skills necessary for clinical and research endeavors in the field, and provide service to the university, community, state, and beyond.

Academic Programs in SLHS

The Department of Speech, Language, and Hearing Sciences (SLHS) 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 an understanding of the basic principles from the biological sciences, physical sciences, mathematics, and social and behavioral sciences that are the foundation for careers in speech, language, and hearing sciences. The SLHS major provides a broad education regarding human communication and communication disorders across the lifespan. This degree is 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 degree also provides a foundation in writing, effective communication, and critical thinking to position graduates as attractive for many careers.

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 for a professional degree with a clinical emphasis in audiology.

The *Doctor of Philosophy* (PhD) is designed to develop outstanding scientists prepared for independent careers as academics and researchers.

Accreditation

The *Master of Science* (M.S.) residential education program in Speech-Language Pathology and the *Doctor of Audiology* (Au.D.) residential education program at the University of Arizona are each accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the [American Speech-Language-Hearing Association](#), 2200 Research Boulevard, #310, Rockville, Maryland 20850, [800-498-2071](tel:800-498-2071) or [301-296-5700](tel:301-296-5700).

Teaching Mission Statement for SLHS

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 human communication and its disorders.

1. Undergraduate Education

- To provide high-quality education in speech, language, and hearing sciences
- To prepare students to succeed in a variety of careers through the application of critical thinking and written and oral communication skills
- To prepare students to interact respectfully with people with disabilities/disabled people and treat those with communication disorders with empathy

2. Graduate Education

- To train highly qualified audiologists and speech-language pathologists who are well-grounded in principles of evidence-based practice
- To instill professional skills so that students demonstrate integrity, compassion, inclusion, excellence, and strong communication skills in their practices
- To train students to become leaders within their professional communities
- To prepare the next generation of ethical scientists and clinicians in our professions

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

- Ability to demonstrate speech and language skills necessary for effective communication with clients/patients and their relevant others, as well as 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 scopes 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, as well as to know sources of research information and how to access them.
- Demonstrate an understanding of issues currently impacting audiology or speech-language pathology as professions.

Faculty and Staff of SLHS

Alt, Mary	Ph.D.	Professor, Department Head (CCC-SLP)
Arizmendi, Genesis	Ph.D.	Assistant Professor (CCC-SLP)
Bunton, Kate	Ph.D.	Professor (CCC-SLP)
Cardinal, Holly	M.S.	Assistant Clinical Professor (CCC-SLP)
Casteix, Jennifer	M.S.	Clinical Professor (CCC-SLP)
Cazzato, Kathleen	M.A.	Associate Clinical Professor (CCC-SLP, BCS-S)
Darling-White, Meghan	Ph.D.	Associate Professor (CCC-SLP)
Escobedo, Magdalena	M.A.	Assistant Clinical Professor (CCC-SLP)
Hafner, Florian	Ph.D.	Assistant Professor of Practice
Hansen, Erica	AuD	Associate Clinical Professor (CCC-A, F-AAA)
Hawley, Janet L.	ClinScD	Associate Clinical Professor (CCC-SLP)
Kapa, Leah	Ph.D.	Assistant Professor
Kielar, Aneta	Ph.D.	Associate Professor
Kobel, Megan	AuD,Ph.D.	Assistant Professor (CCC-A)
Maltman, Nell	Ph.D.	Assistant Professor
Marrone, Nicole	Ph.D.	Associate Professor (CCC-A)
Martinez, Amanda	M.A.	Assistant Clinical Professor (CCC-SLP)
Martinez, Jake	M.A.	Assistant Clinical Professor (CCC-SLP)
Miller, Julie	Ph.D.	Associate Professor
Monahan, Natalie	M.S.	Assistant Clinical Professor (CCC-SLP)
Muller, Thomas	AuD	Clinical Professor (CCC-A, F-AAA)
Plante, Elena	Ph.D.	Professor (CCC-SLP)
Reeb, Kristin	M.S.	Assistant Clinical Professor (CCC-SLP)
Samlan, Robin	Ph.D.	Associate Professor, Associate Dept Head (CCC-SLP)
Shehorn, James	AuD,Ph.D.	Assistant Professor of Practice (CCC-A)
Smith, Dori	DMA, M.S.	Assistant Clinical Professor (CCC-SLP)
Story, Brad	Ph.D.	Professor, Associate Dean College of Science
Wheeler, Amy	AuD	Assistant Clinical Professor (CCC-A)
Wong, Bryan	AuD,Ph.D.	Assistant Professor of Practice (CCC-A)

Research Professionals

Evans-Reitz, Nora	M.S., CCC-SLP	L4 (Alt) Lab
Figuerroa, Cecilia	M.S., CCC-SLP	L4 (Alt) Lab
Nickels, Katlyn	Ph.D.	Kielar Lab
Oglivie, Trianna	Ph.D.	Darling-White Lab
Sachs, Alyssa	Ph.D., CCC-SLP	Plante Lab
Smith, Alyssa	MS, OTR/L, NBC-HWC	Prelock Lab
Vance, Rebecca	M.S., CCC-SLP	Plante Lab

Staff

Acuna, Alma	Facilities Management
Barakat, Feday	Coordinator, Insurance & Billing
Chino-Plum, Lupita	Facilities Management
Franco, Silvia	Administrative Assistant
Galyen, Joshua	Information Technology Support Analyst
Hamilton, Cathy	Facilities Management Project Manager
Hayward, Nickole	Graduate Coordinator
Lavine, Debra	Office Specialist
Miranda, Elvia	Administrative Assistant
Phelan, Kevin	Business Manager
Radosevic, Denise	Office Specialist
Reichenbacher, Richard	Manager, Information Systems
Sasser, Kim	Executive Assistant, Front Desk
Weber, Doug	Facilities Management Supervisor

Faculty Research Areas

Consistent with our mission to advance the science that provides the foundational understanding of human communication and communication disorders, our department houses research laboratories that complement our on-campus clinical facilities. Students have the opportunity to enroll in independent studies, participate in ongoing investigations, and conduct mentored research in the context of thesis and dissertation projects. As highlighted below, a wide range of research interests are represented by the SLHS faculty.

Mary Alt	Word and concept learning; understanding learning mechanisms; applying learning theory to language treatment. Populations studied include bilingual children and children with language disorders/delays.
Genesis Arizmendi	Dual language learners and the intersection of cognition and language development on academic outcomes; learning disabilities; culturally responsive practices; interprofessional collaboration.
Kate Bunton	Kinematic, aerodynamic, and acoustic characteristics of normal and disordered speech production, speech development, and correlates of speech intelligibility.
Meghan Darling-White	Develop and validate interventions that have an impact on functional speech production skills in individuals with motor speech disorders.
Leah Kapa	Typical and disordered language development in childhood and the interaction between language and cognition in children and adults.
Aneta Kielar	Integration of behavioral and neuroimaging measures of brain function with goal of understanding changes in cognitive functioning associated with brain damage and recovery.
Megan Kobel	Normal and abnormal vestibular function, vestibular diagnostic techniques, motion perception, and aging and cognitive factors in balance, gait, and falls.
Nell Maltman	Language, cognition, and genetics across the lifespan in individuals affected by autism spectrum disorder and fragile X syndrome, and their family members.
Nicole Marrone	Hearing loss and rehabilitation in adults; aging and cognitive factors in auditory perception; improving speech understanding in competing noise and reverberation
Julie Miller	Neurogenetic and circuitry mechanisms underlying human vocal function and dysfunction using birdsong as a model
Elena Plante	Research related to understanding the nature of Developmental Language Disorder in children and adults and to improving assessment and treatment methods for this population.

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.

The Doctor of Audiology (AuD) Program Overview

The AuD program of study prepares students to acquire the knowledge and skills required by the Audiology profession and its certifying organizations. 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 education fulfill the ASHA Standards for knowledge and skills for audiology. This student handbook is designed to guide students through the program.

The coursework and clinical experiences typically require [four years](#), and the Graduate College and Program Requirements are specified throughout this manual. After completing all coursework and the Audiology Doctoral Project, students complete a clinical externship during the final year of the program.

Key Leadership Faculty & Staff Positions for the Academic Year 2025-2026

Executive Leadership:

Department Head: Dr. Alt

Associate Department Head: Dr. Samlan

Graduate Student Academic Services:

Director of Graduate Studies (Au.D.): Dr. Marrone

Director of Graduate Studies (Ph.D.) and Exam Committee Coordinator: Dr. Bunton

Director of Graduate Studies (M.S.): Dr. Darling-White

Graduate Program Coordinator: Ms. Hayward

Graduate College Degree Auditor: Ms. Tran

Clinical Education:

Director of Clinical Education (MS and AuD): Dr. Samlan

Clinic Coordinator of Clinical Education (AuD): Dr. Muller

Financial Services:

Business Manager: Mr. Phelan

All departmental forms referenced in the document can be found on the D2L SLHS community site.

Program of Study

Major Coursework

The Doctor of Audiology program is tailored to meet the certification requirements of the American Speech-Language-Hearing Association, including the specific knowledge and skills identified by Standard II-A of the ASHA Standards (<https://www.asha.org/certification/2020-audiology-certification-standards/>).

The AuD curriculum is detailed in the Table of Courses for Audiology below. Minor variations in the course requirements and sequence may occur with approval by the Director of Graduate Studies for Audiology. The Graduate Program Coordinator facilitates registration for the Doctor of Audiology coursework; seats are reserved for audiology doctoral students in these courses, and thus, registration requires departmental approval to confirm status in the program.

Table of Courses: Doctor of Audiology Program (Class of 2029; entering in 2025)

This is the projected course sequence; the specific order might change during the program.

Year 1

Fall	Spring	Summer
- Anatomy and Physiology of the Auditory & Vestibular System SLHS 562A: 3 un - Advanced Audiologic Evaluation SLHS 589R: 3 un - Lab for Advanced Audiologic Evaluation SLHS 589L: 1 un - Amplification SLHS 581A: 3 un - Current Problems in Speech, Language, & Hearing SLHS 595A: 1 un - Introduction to Clinical Practice SLHS 511: 1 un	- Practical Issues in Amplification SLHS 581C: 1 un - Disorders of Hearing and Balance 1 SLHS 582A: 3 un - Practical Issues in Implantable Devices SLHS 587G: 2 un - Acoustics of Speech and Perception SLHS 565: 3 un - Clinical Studies SLHS 599: 2 un	Clinical Studies SLHS 559: 2 un

Year 2

Fall	Spring	Summer
- Prof Issues SLHS 501: 1 un - Inclusive Clinical Serv SLHS 508: 1 un - Counseling Techniques in Communication Sciences & Disorders SLHS 510: 1 un - Research to Clinical Practice SLHS 515: 1 un - Physiological Evaluation of the Auditory System SLHS 588A: 3 un - Lab for Physiological Evaluation of the Auditory System SLHS 588L: 1 un - Course(s) in the minor area: 1-3 un - Clinical Studies SLHS 559: 2 un	- Assessment & Rehabilitation of the Balance System SLHS 588B: 3 un - Lab for Assessment & Rehabilitation of the Balance System SLHS 588Q: 1 un - Pediatric Audiology SLHS 586: 3 un - Practice Management 596J: 1 un - Acoustics & Auditory Perception SLHS 562B: 3 un - Course(s) in the minor area: 1-3 un - Clinical Studies SLHS 559: 2 un <i>Study for comprehensive exam</i> <i>Begin to develop ADP</i>	Clinical Studies SLHS 659: 1-2 units, if needed <i>Take Comprehensive Exam</i>

Year 3

Fall	Spring	Summer
- Advanced Case Studies I SLHS 597 (subject to change): 2 un - Disorders of Hearing and Balance II SLHS 582B: 3 un - Educational Audiology (subject to change): 1 un - Independent Study: Externship Preparation SLHS 599: 1 un - ADP units SLHS 912: 3 un - Course(s) in minor as needed: 1-3 un - Clinical Studies SLHS 659: 2 un	- Advanced Case Studies II SLHS 597 (subject to change): 2 un - Advanced Topics in Audiologic Rehabilitation SLHS 581B: 3 un - Theory and Practice: Implantable Devices SLHS 596G: 2 un - ADP units SLHS 912: 3 un - Course(s) in minor as needed: 1-3 un - Clinical Studies SLHS 659: 2 un <i>ADP presentation & defense</i>	Externship SLHS 921: 1 un (if begin externship before fall session)

Year 4

Fall	Spring	Summer
Externship SLHS 921: 6 un	Externship SLHS 921: 5-6 un <i>Final Oral Exam</i> <i>*This ends the typical 4-year program timeline with spring graduation.*</i>	<i>Externship SLHS 921: enrollment as needed (extends timeline; August graduation date)</i>

Additional Coursework Requirements

Knowledge & Skills in Speech and Language: The educational background for audiology students should include coursework in child speech and language development and disorders to provide the skills necessary to fulfill the ASHA standards for certification. If audiology students still need this background, they should complete the required coursework during their academic program so that the department can sign paperwork for ASHA certification. One option for completing this coursework is to minor in Audiology or Speech, Language, and Hearing Sciences (described in the next section, *Minor Area of Study*).

Statistics: The educational background for audiology students should include coursework in statistics to provide the skills necessary to fulfill the ASHA standards for certification. If audiology students still need this background, they should complete the required coursework during their academic program so that the department can sign paperwork for ASHA certification. One option for completing this coursework is to minor in Audiology or Speech, Language, and Hearing Sciences (described in the next section, *Minor Area of Study*).

Transfer Credit

Up to 9 graduate units earned from approved institutions may be counted toward the requirements for the AuD if approved by the AuD Director of Graduate Studies and the Graduate College. At least 30 units of coursework must be taken from the University of Arizona. Consistent with university policy, at least 22 units must be for a letter grade (rather than pass/fail).

Minor Area of Study

Students will select a doctoral minor area of study. The minor should be selected through consultation with your academic advisor during regular advising meetings. Note that some departments on campus have only an undergraduate minor and not a doctoral minor. A list of available doctoral minors can be found on the Graduate College website. Doctoral minors commonly selected by AuD students include: speech and language, audiology, rehabilitation counseling, public health, cognitive science, neuroscience, and Spanish. All courses in the minor must be at the graduate level (500 and above).

The minor requirements are set forth by the minor department. The student is required to have a faculty advisor from the minor area. Typically, the minimum requirement is nine units, and it may be up to 15. The minor faculty advisor participates in a comprehensive exam of the minor area and will coordinate that participation with the Director of Graduate Studies for Audiology. This occurs through participation in the Final Oral Exam in the 4th year.

Minors within the Department of Speech, Language, and Hearing Sciences

Audiology graduate students may elect to minor in Speech, Language, and Hearing Sciences. The SLHS minor is nine units; five of them must be from coursework, not counting towards their major area Plan of Study, and the other four units may be from independent study and research rotation enrollments. There are three primary paths for a minor within SLHS.

Speech-Language Emphasis Minor

Courses that might be selected for a **Speech-Language Emphasis SLHS Minor** include:

- SLHS 541 Language Acquisition (3 units)
- SLHS 506 Foundations of Language Analysis (1 unit)
- SLHS 555 Language and Communication: Birth to 5 (2 units)
- SLHS 552 School-Age Language Disorders (2 units)
- SLHS 544 Adult Language Disorders I: Cognitive Communication Disorders (2 units)
- SLHS 543 Adult Language Disorders 2: Aphasia (2 units)
- SLHS 545 Adult Language 3: Dementia (1 units)
- SLHS 571 Speech Sound Disorders (3 units)
- SLHS 574 Speech Disorders: Voice (2 units)
- SLHS 572 Speech Disorders: Fluency (1 units)
- SLHS 575 Motor Speech Disorders (2 units)
- SLHS 573 Speech Disorders: Cleft Palate, (1 units)
- SLHS 546 Augmentative-Alternative Communication (1 units)

Speech-Language Emphasis Plus Multicultural Bilingual Certificate

Students can apply for and complete the 9-unit [Multicultural-Bilingual Certificate](#) Program and completion of this program will fulfill the minor requirement. In this case, the student designates the Speech-Language Emphasis SLHS Minor on their plan of study, meets with the Director of the certificate program and requests their participation as the minor advisor, and applies for the certificate program at the beginning of their third year.

Doctoral minor in Audiology

Courses that might be selected for an **audiology** minor include:

- SLHS 554 Audiologic Rehabilitation Across the Lifespan (3 units)
- SLHS 583R and 583L Principles of Audiology (3-4 units)
- SLHS 659 Advanced Clinical Studies (1-4 units)
- SLHS 592 or 692 Directed Research (1-3 units)
- SLHS 599 or 699 Independent Study (1-3 units)
- Approved graduate elective from another unit on campus related to the clinical study of Audiology (1-3 units). Examples include:
 - SERP 567 Audiology Practice in Education,
 - SERP 580 Medical Aspects of Disability,
 - SERP 587 Psychological/Sociological Cultural and Family Disability,
 - HPS 535 Multicultural Health Beliefs,
 - HPS 565 Public Health Advocacy,
 - PSY 587 Foundations in Health Psychology.
 - Other classes may be considered to fulfill the elective requirement.

Clinical Education

Students will have the opportunity to gain supervised clinical experience in various settings, including the on-campus clinics, approved off-campus sites, simulation clinics, and externship locations. In a typical plan of study, students will accumulate approximately 2,000 hours of clinical practicum experience. The hours are accrued in the context of practicum enrollment. The experiences are designed to achieve mastery of the knowledge and skills for clinical practice and meet the ASHA certification standards in Audiology. Demonstration of competence in key areas of audiology practice is required for graduation as evidenced by clinical educator evaluation.

ASHA requires documentation of clinical experience that is equivalent to 12 months of full-time work or the part time equivalent (1,825 hours) under the supervision of an ASHA-certified audiologist to be eligible for certification. This total number of hours is not required for completion of the AuD but is required to apply for ASHA certification. ASHA hours may also be earned post-graduation with appropriate supervision.

Record Keeping for Clinical Education

Clinical education includes supervised clinical experiences across a variety of populations and disorder types. Clinical skill development and clock hours are documented using a web-based program called CALIPSO. Each student will establish an individual CALIPSO account (\$125) in the first year of the program and be responsible for entering accrued clinical hours during each semester. The clinical instructor will review and approve hours entered by students and enter clinical evaluation ratings and grades each semester.

Students in the clinical program will have the opportunity to meet the current knowledge and skills standards for the certificate of clinical competence in Audiology. Specifically, these are the 2020 Standards for Certification in Audiology posted on the ASHA website:

<https://www.asha.org/Certification/2020-Audiology-Certification-Standards/>.

Students should become familiar with the standards.

Clinical Externship

Students are required to complete a formal clinical externship, enrolling for in SLHS 921 for a minimum of 12 units. The externship is typically 9-12 months and occurs during Year 4; this can be modified based on student need and request. The modified plan must be created with the student's advisor and approved by the DGS and Extern Coordinator. Students will work with the Extern Coordinator in Year 3 of the program to apply for and secure an externship. Clinical faculty will maintain contact with students and with their professional mentors during the externship year.

a. Criteria for Applying for Externship

- Students who do not meet the standard for satisfactory academic progress may not be able to pursue applications for the clinical externship until all remediations have been resolved. This decision will be made by departmental leadership and faculty on an individual basis.
- Students who do not pass the written comprehensive exam (end of 2nd year) are not eligible to apply for clinical externship positions. If the examination is passed later, students may apply for externships but need to recognize that this delay will extend their program of study.
- Students typically apply for externship before the ADP is completed. If the ADP is not completed before the externship is scheduled to begin, it will delay completion of the program and the student must request a Program Timeline extension ([Participate in Academic Advising, section 2C](#))

b. Assessment of Performance during Externship

- Satisfactory demonstration of competence in skill areas required by the externship site.
- Students are responsible for continuing to monitor their accumulated clinical hours and the hours accrued for future ASHA certification during the externship.
- Performance will be evaluated in each semester by the externship preceptor(s) in conjunction with the UA externship coordinator.
- A remediation plan will be generated for any student who is not performing satisfactorily during the clinical externship year. This may extend the length of the AuD program.

HIPAA Client/Patient Confidentiality Clinical Policy

HIPAA stands for the Health Insurance Portability and Accountability Act, a federal law regarding the confidentiality of client/patient information. All students must pass HIPAA training to participate in any clinical endeavor and are expected to always adhere to HIPAA and Department policies.

HIPAA training involves two steps:

1. Complete the UA HIPAA training through UAccess Edge Learning and email the certificate of completion to the Graduate Coordinator.
2. Review the department HIPAA policies (available on SLHS D2L/Brightspace Community page) 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 Edge Learning and a signed confidentiality form on file in the department office. Direct questions regarding HIPAA to Dr. Janet Hawley, SLHS HIPAA Compliance Officer.

Program Requirements for Doctor of Audiology Students

The program requirements are consistent with the guidelines and deadlines set by the UA Graduate College that are described here: <https://grad.arizona.edu/gsas/degree-requirements>. Student performance is monitored throughout the program to assure they are meeting program requirements. Evaluation is primarily based upon grades, performance in clinical practicum, benchmark examinations, and faculty input. Students should consult with their advisor or the Director of Graduate Studies whenever there are questions or concerns about program requirements, including academic progress and the individual plan of study.

Program requirements include the following:

1. [Maintain Satisfactory Academic Progress](#)
2. [Participate in Academic Advising](#)
3. [Complete required documentation](#)
4. [Pass required examinations](#)
5. [Complete Audiology Doctoral Project \(Year 3\)](#)
6. [Complete Externship](#)
7. [Abide by Departmental and University Code of Conduct Guidelines](#)

1. Maintain Satisfactory Academic Progress

Maintaining adequate academic progress involves achievement in two main categories:

a. Academic Course Grades

- Achieve grades of A or B in coursework
- Maintain cumulative grade point average (GPA) of 3.0 or higher

b. Clinical Performance in Clinical Experiences

- Achieve grades of “pass” in all clinical experiences
- Demonstrated growth in all areas of the knowledge & skills as required for professional practice

Consequences of Not Maintaining Satisfactory Academic Progress

- Students not making adequate academic and/or clinic progress will discuss remediations in a meeting with the Director of Graduate Studies and Director of Clinical Education, along with other faculty as needed.
- If a student receives a final grade of C or below in an academic course, the instructor will create a remediation plan (e.g., repeat the class the following year, which might delay graduation) and the student must successfully complete it. Clinical practicum may be limited or stopped until satisfactory academic performance is achieved. Remediations of final C, D, or E grades must be documented in the student's department record so that eligibility for ASHA certification can be endorsed.
- If the GPA falls below 3.0, students are placed on academic probation. This is a Graduate College policy and details about this policy can be found at the following website: <https://grad.arizona.edu/policies/academic-policies/academic-probation>
- A final grade of F (Fail) in clinical experience will result in a repetition of a similar clinical experience to develop mastery of clinical skills. The clinical hours accrued in the experience where the student earned the F might not be applied toward their

program of study. Demonstration of mastery of the clinical skills must be documented in the student's department record.

- If more than one C, D, or E/F grade is earned in audiology classes (including clinical studies), the DGS, along with other department leadership and relevant faculty will determine whether the student's performance warrants an action plan or dismissal from the AuD program. An action plan places the student on academic probation and the Graduate College will be notified that the student is not meeting program requirements. The plan will describe the requirements the student must meet in the following semester* to restore satisfactory progress in the program. The decision will be communicated to the student.

* summer/fall/spring will be stated in the action plan

- Failure to complete the action/remediation plan and restore overall satisfactory academic progress will result in dismissal from the program. In this case, the department will not endorse academic and clinical competency with ASHA and/or state licensing agencies.

Appealing Academic Probation or Dismissal

- Students may submit an appeal in writing to the Department Head within 6 months of the date of dismissal. This written appeal must include a concise statement of the allegations that form the basis for the student's complaint, including a careful statement of the facts, the rule, regulation, policy or practice that was violated, a summary of the informal attempts at resolution, and a suggested remedy.
- Students may submit an appeal in writing to the Graduate College within 5 class days of the Department Head's decision. Procedures and further timelines are available here: <https://grad.arizona.edu/policies/academic-policies/grievance-policy#grievance-responsibility>.

2. Participate in Academic Advising

a. Overview

The Department of Speech, Language, and Hearing Sciences follows an academic advising schedule for clinical graduate students. Graduate students are required to participate in the advising process. Each student will be assigned a faculty academic advisor to assist in the planning and successful completion of the program. Students meet with their advisors regularly during the doctoral program and the schedule will be shared each year.

Additional meetings may be scheduled as needed, by either the student, the advisor, or departmental leadership. Before each meeting, there will be paperwork to complete and students will receive notification after each meeting clearly outlining their performance in the program (e.g., adequate, needs improvement). Failure to participate in these meetings may result in dismissal from the program.

b. Request to Change Academic Advisors

Most students remain with their academic advisor throughout their program, but a student may elect to change to an academic advisor with better-aligned interests, for example, ADP chair(s). To change advisors, the student should request the change in writing by sending an email to the SLHS Graduate Coordinator. Please include the reason

you are requesting a different advisor. The Graduate Coordinator will work with department leadership to determine whether the change can be made.

c. Request to Extend the Program Timeline

Students sometimes extend the timeline of their program of study beyond four years. This may be due to extenuating circumstances, additional time for clinical development, or other educational needs. If the ADP work is not completed prior to externship, this will extend the student's plan of study ([Clinical Externship, section a](#)).

- The request to extend the program timeline should be made by the student and the decision approved by the Director of Graduate Studies, with other departmental leadership as needed.
- The extension plan will be agreed upon by the student and Director of Graduate Studies and then reviewed each semester by all involved parties.
- Once a change to the student's program timeline is approved, the student must then email a request to change their expected degree date to the new term. This email is sent to the degree auditor designated for SLHS along with the SLHS Graduate Coordinator and the Director of Graduate Studies.

3. Complete Required Program Documentation

******* ALL DUE DATES FOUND IN [PROGRAM TIMELINE](#) *******

a. Enter Clinical Hours into CALIPSO (Years 1-4)

Hours must be entered according to the schedule described in the Speech-Language Pathology Clinic Manual and course syllabi for practicum.

b. Complete the Responsible Conduct of Research Training and GradPath Form (Year 1)

- Complete CITI Program training as directed by the DGS and Graduate Program Coordinator. Send completion certificate to the Graduate Program Coordinator.
- Log into UA GradPath <http://www.uaccess.arizona.edu> and complete the following Responsible Conduct of Research GradPath form in the Student Center section.

c. Complete the Graduate Plan of Study (Year 2)

The Plan of Study identifies (a) courses the student intends to transfer from other institutions; (b) courses already completed at The University of Arizona which the student intends to apply toward the graduate degree; and (c) additional course work to be completed to fulfill degree requirements. The Plan of Study will be completed in two parts, departmental and graduate college submission. Students will meet with their academic advisor to develop their plan of study. The procedures will be described in the advising meetings and student orientations. An overview is provided below:

Departmental Plan of Study Submission

- Access the Plan of Study form from the SLHS community D2L site. Complete the fillable pdf form for the SLHS AuD plan of study. Students will work with their academic advisors to make sure that the courses fulfill all the requirements for the AuD degree at the University of Arizona and for ASHA certification.
- Academic advisors will sign/e-sign the completed plan of study and students will

email it to the Graduate Program Coordinator and DGS.

- Include all coursework required for ASHA certification that is outside of the SLHS program and must be completed in order for the department to sign the ASHA paperwork after graduation.

GradPath Plan of Study Submission

- Log into UA GradPath <http://www.uaccess.arizona.edu> and complete the following in the Student Center section:
 - Enter completed and/or planned coursework into the *Plan of Study*.
- The form is due to the UA Graduate College **by October 1 in the second year** of study. Students will need to revise this form if their spring semester schedule changes.

d. Additional GradPath Forms (Years 2-4)

- I. *Comp Exam Committee Appointment (Year 2)*: Once the Plan of Study is approved in GradPath, the *Comp Exam Committee Appointment Form* becomes available for completion. List the Director of Graduate Studies (Dr. Marrone) as the committee chair and Drs. Kobel and Wong as the additional members.
- II. *Announcement of Doctoral Comprehensive Exam (Year 2)*: This form becomes available to the student once the *Comp Exam Committee Form* is approved by the Graduate College. It must be completed in order to take the comprehensive exam. The *Results of the Comprehensive Exam* form will be completed by the DGS.
- III. *Audiology Doctoral Project Committee Appointment (Year 3)*: This form becomes available to the student once the *Results of the Comprehensive Exam* form has been approved by the Graduate College. See [Audiology Doctoral Project](#) for information regarding the Audiology Doctoral Project committee membership.
- IV. *Audiology Doctoral Project Prospectus (Year 3)*: This form becomes visible to the student once the *Results of the Comprehensive Exam* form has been approved by the Graduate College. This form is filed by the Graduate Coordinator once the DGS and committee have approved the prospectus.
- V. *Announcement of Audiology Doctoral Project Defense (Year 3)*: This form becomes available to the student after the *Audiology Doctoral Project Prospectus Form* is approved by the Graduate College. Students must enter the date of the defense on this form so they should begin to coordinate the date with their Project Committee members in January/February of Year 3.
- VI. *Results of Audiology Project (Year 3)*: This form becomes available to the chair of the ADP committee after the *Announcement of Audiology Doctoral Project Defense* form is approved by the Graduate College. It is completed by the Chair of the ADP Committee and approved by the Graduate College.

- VII. *Final Oral Defense Committee Appointment (Year 4)*: This form becomes available to the student after the *Results of Audiology Project Form* is approved by the Graduate College. See [Section 4d](#) for information about committee membership.
- VIII. *Announcement of Final Oral Defense (Year 4)*: This form becomes available to the student after the *Final Oral Defense Committee Appointment Form* is approved by the Graduate College. Students must enter the date of the defense on this form so they should coordinate the date with their Oral Defense Committee members in January in order to take the Final Oral Exam in March. The form must be approved before the exam can take place. Note that it generally takes several weeks for approval so students should consult the Graduate College's Website for important dates and deadlines (<https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines>).
- IX. *Results of Final Oral Defense*: This form becomes available to the chair of the Oral Defense committee after the *Announcement of Final Oral Defense* form is approved by the Graduate College. It is completed by the Chair of the Committee and approved by the Graduate College.
- X. Once all GradPath forms have been submitted and approved, the Graduate College and the Graduate Program Coordinator will work on the degree completion process.

4. Pass required milestones and examinations

a. Comprehensive Exam (Year 2)

All students must pass a comprehensive examination. The comprehensive examination for students has two parts: written and oral. If a student completes the written portion of the examination in a satisfactory manner, the Department will waive the oral portion. The written examination covers the first two years of coursework and clinical experiences and is administered to AuD students after the second academic year.

The purpose of the examination is to confirm that students are making adequate progress regarding mastery of content and clinical principles. (note: If the minor area of study requires participation in the comprehensive examination, that occurs during the Final Oral Defense held in the 4th year).

- Prior to completing the comprehensive exam, students must have an approved Plan of Study, an approved comprehensive exam committee (this is standard committee for all students), and submit an announcement of the date for the comprehensive exam. All forms are submitted via GradPath.

The Department committee requirements for the committee are:

- Three faculty members, including the Chair.
- All three members of the committee must hold a PhD.
- All members must be part of the Graduate Faculty as approved by the Graduate College.

- Members of the committee serve on a standing committee for all students. The committee is designated by the Department Head in conjunction with the Director of Graduate Studies.
- Specific information regarding the format, schedule, and timeframe for the comprehensive exam will be provided by the Exam Committee Coordinator before the exam.

The typical exam is as follows:

- Exam format and content: Students write essay answers to four of five questions in a fixed time.
- Scoring: The essays are graded by faculty without knowledge of which student wrote them. Answers are evaluated in terms of information/content, organization, and quality/clarity of writing. Grades include: High Pass (HP), Pass (P), Low Pass (LP), Fail (F).
- In order to pass the exam, four essays must earn Low Pass, Pass, or High Pass grades.
 - Students who pass the written exam will have the pass score forwarded to the Graduate College
 - Students who go on to take and pass an oral exam will have the pass score forwarded to the Graduate College
 - Students who fail the oral exam will have the failure score forwarded to the Graduate College.
- The outcome of the exam reported to the Graduate College is final.
- The expectation is that all work is completed independently by the student. The use of ChatGPT or any AI to prepare your answers will be considered plagiarism and may affect your continued enrollment in the program. As always, you will be held to the Academic Code of Integrity at The University of Arizona.
<https://deanofstudents.arizona.edu/policies/code-academic-integrity>

b. Audiology Doctoral Project Defense (Year 3)

The oral defense with the Audiology Doctoral Project Committee will be scheduled after the public presentation of the ADP. It will last between 1 (minimum) and 3 hours (maximum). The maximum time includes the public presentation. The examination is centered on the ADP. For details of the ADP, see [section 5. Complete Audiology Doctoral Project](#).

c. Final Oral Defense (Year 4)

The Final Oral Defense (sometimes called the 4th year exam or final oral exam) is directed by your Final Oral Defense Chair. The chair of the committee must be a faculty member in SLHS, be a member of the Graduate Faculty, and hold a PhD. Your academic advisor or your ADP Committee chair may or may not be the same individual as the Final Oral Defense chair.

- The student forms a committee and completes the Final Oral Defense committee form in GradPath
- Departmental requirements for the committee are:
 - Four faculty members, including the Chair.

- All members must be part of the Graduate Faculty as approved by the Graduate College.
 - Two members of the committee (including the chair) must hold a PhD.
 - One member must be an audiology clinical faculty member.
 - One member of the exam committee must be from the minor department. If the minor department advisor informs you in writing, they will waive the right to be part of the final oral defense, please forward that information to the Director of Graduate Studies.
- The student is responsible for selecting a chair and inviting the committee members.
- The proposed defense committee must be approved by the Director of Graduate Studies for Audiology.
- The student is responsible for coordinating with the committee members to schedule their defense.
- The defense can be held in person or remotely.
- The student completes the Announcement of the Final Oral Examination in GradPath
- The final oral defense follows the [policies and procedures for oral comprehensive examination for doctoral candidacy](#).
- The committee chair enters results of the Final Oral Defense (pass, fail with retake available, fail and no retake)

5. Complete Audiology Doctoral Project (Year 3)

Students in the AuD program complete a mentored Audiology Doctoral Project (ADP), requiring enrollment in at least 9 units of SLHS 912. Each student will first develop a project prospectus and have it approved by their committee chair and ADP committee. Students must present the findings from their project in a public forum with all ADP committee members in attendance. They also complete a defense (i.e., oral exam/discussion) of the project with the committee.

There are several options for the ADP. These include: (1) Systematic, scoping and critical reviews of the literature on a particular topic; (2) Clinically-based projects designed to improve a certain process or program within the clinic or community; or (3) Traditional lab-based, experimental projects that may be available at the discretion of the ADP mentor(s) and the lab resources available at the time.

Students in the AuD/PhD dual-degree program should consult with their mentor and the Director of Graduate Studies for the PhD degree to design an ADP that contributes to making progress in both degrees.

The ADP is to be completed and defended before students begin externship. If it is not, the student will likely need to request a delay of the program timeline (section c in [Request to Extend the Program Timeline](#)). A program delay may involve increased financial costs to the student for tuition past the fourth year, so the faculty strongly encourages students to complete their projects prior to starting an externship.

Forming the Audiology Doctoral Project (ADP) Committee

- Departmental requirements for the committee are:
 - A minimum of three faculty members.
 - Two members of the committee must hold a PhD.
 - All members must be part of the Graduate Faculty as approved by the Graduate College.
 - The ADP may be directed by a committee chair or co-chairs.
 - If co-chairs, one co-chair must be faculty in SLHS and hold a PhD. The other co-chair does not need to be faculty in SLHS or hold a Ph.D.
 - The student is responsible for confirming with the Director of Graduate Studies that the chair they have identified has been approved by the Graduate College to serve that role.
 - The student is responsible for selecting a chair and inviting the committee members.

Prospectus

- The prospectus is a 1-2 page document that describes the intended research. It must include the following:
 - Working title of the project
 - List of committee members, indicating the chair/co-chairs
 - Brief description of the background literature
 - State the clinical need for the project/research question
 - Overview of the proposed methodology.
- The prospectus must be approved by the committee and chair(s) before the research is completed.
- Submit the prospectus to the Graduate Program Coordinator and copy the DGS for approval.

Document

- Write the document, following Graduate College Guidelines <https://grad.arizona.edu/degree-services/dissertations-theses>
- Your chair(s) must review the document and approve it for submission to your committee.
- Send document to committee at least one week before the defense.

Defending the ADP

- The student should plan to present their ADP in a public forum (e.g., ADP day).
- The student is responsible for scheduling the ADP defense with their committee, typically within 1-2 weeks of the public presentation.
- The ADP defense should be scheduled for a minimum of 1 hour and a maximum of 3 hours. All committee members must be present for the duration of the meeting.
- The ADP document should be submitted to the ADP committee at least one week in advance to allow them appropriate time to read and reflect on the work.
- The ADP chair is responsible for routing the signature page following approval of the ADP document.

Archiving the ADP

- The ADP can be filed in the campus repository following the Committee and Chair's approval of revisions of the final document and creation of the finalized signature page.
- Submit the final approved ADP document to the Graduate College/UA Arizona Campus Repository to be archived.
 - Submission instructions can be found here: <https://grad.arizona.edu/gsas/dissertations-theses>.
 - Important deadlines for submission are listed here (the deadlines are in reference to the graduation term): <https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines>

6. Complete Externship

Students must complete the externship with satisfactory demonstration of competence in all assessed skill areas. Performance will be evaluated by the externship preceptor(s) in conjunction with the UA Arizona externship coordinator. Additional details are provided in the [Externship section](#) and the associated course syllabi (SLHS 599 and 921)

A remediation plan will be generated for any student who is not performing satisfactorily during the clinical externship year. This may extend the length of the AuD program.

7. Abide by Departmental and University Code of Conduct Guidelines

Our expectation is that all members of the SLHS community will treat others with respect. This includes all people: students, faculty, staff, clients, and members of the community. Students are expected to follow university guidelines relative to academic integrity (<https://deanofstudents.arizona.edu/student-rights-responsibilities/academic-integrity>).

They are also expected to follow departmental guidelines on interpersonal interactions. Specifically, we will not tolerate bullying. Please refer to the Anti-Bullying Policy in Appendix A. Students who violate the code of conduct guidelines are at risk of not completing the program.

The expectation is that all work related to the first-year exam is completed independently by the student. As always, you will be held to the Academic Code of Integrity at The University of Arizona. <https://deanofstudents.arizona.edu/policies/code-academic-integrity>

Program Timeline for Completion of the Doctor of Audiology

Activities by Year: due dates bolded

Year 1

- Attend the AuD Graduate Student Orientation (Fall)
- Meet with the assigned academic advisor (Fall)
- Complete Citi Program Training (**by October 1**)
- Submit [Year 1 \(Responsible Conduct of Research\) GradPath Form](#) (**by October 1**)
- Consult with the academic advisor on selecting a doctoral minor (Spring)

Year 2

- Attend the AuD Returning Graduate Student Orientation (Fall)
- Begin studying for comprehensive exam (Fall)
- Invite a designated faculty member from the minor area to serve as the Minor Advisor (Fall)
- Complete the departmental AuD Plan of study PDF (**October 1**)
- GradPath Plan of Study (**November 1**)
- Discuss options for an [Audiology Doctoral Project \(ADP\)](#) with faculty members (Fall/Spring)
- GradPath Comp Exam Committee Appointment Form (**February 1**)
- GradPath Announcement of Doctoral Comprehensive Exam (**March 1**)
- Develop an ADP committee with advice from the Chair/Co-Chair and invite faculty members
- Take Comprehensive Examination (**end of 2nd Year**)
- Apply for Multicultural Bilingual Certificate Program, if applicable (Summer)

Year 3

- Attend the AuD Returning Graduate Student Orientation (Fall)
- Begin/continue externship planning with Dr. Wheeler (Fall)
- GradPath Audiology Doctoral Project Committee Appointment Form (**October 1**)
- Write prospectus and work on ADP (Fall)
- Submit prospectus to DGS and Graduate Program Coordinator (**December 1**)
- Work with committee to schedule defense date (January & February; defense in Apr/May)
- GradPath: Announcement of Audiology Doctoral Project Defense (**March 1**)
- [Complete ADP](#), including presentation, written document, and defense (**June 1**)
- Take the Praxis Exam and send scores to ASHA (R5031) and UA (RA0002). (Spring/Summer)

Year 4

- Following approval of ADP Chair, submit ADP Document to ProQuest and email DGS and Graduate College Degree Auditor the [Reproduction and Distribution Rights Form](#).
- [Complete Externship](#) (Summer/Fall/Spring)
- Complete GradPath Final Defense Committee Appointment (**December 1**)
- Schedule the [Final Oral Exam](#) with committee (December/January)
- Submit Announcement of Final Oral Defense (**February 1**)
- Take Final Oral Exam (referred to in GradPath as “Defense” rather than “Exam”) (**April 1**)
- Follow directions from Graduate Program Coordinator to assure your [degree auditing process](#) with the Graduate College Degree auditor goes smoothly

GradPath Forms for AuD Completion

What is “GradPath”?

In this handbook, we refer to **GradPath**, the electronic set of forms that follows each graduate student’s academic journey through their degree program. GradPath is the Graduate College’s degree audit system and the forms are specific to the Doctor of Audiology program. Students fill out and submit their forms online through the UAccess Student Center in the Advising section: <http://www.uaccess.arizona.edu>. The forms then go through a series of approvals in SLHS and the Graduate College (e.g., Graduate Program Coordinator, Minor Advisor, Major Advisor, Director of Graduate Studies, Multiple Graduate College Approvers). Due to the time needed for this approval workflow, it is strongly recommended that students submit their forms as early as possible and well before exam or defense dates.

Required completion dates are found in the [Program Timeline](#).

Year 1

- ☐ Responsible Conduct of Research Statement

Year 2

- ☐ Plan of Study
- ☐ Comp Exam Committee Appointment Form
- ☐ Announcement of Doctoral Comprehensive Exam
- ☐ Results of Comprehensive Exam (Submitted by Director of Graduate Studies)

Year 3

- ☐ Audiology Doctoral Project Committee Appointment
- ☐ Audiology Doctoral Project Prospectus
- ☐ Announcement of Audiology Doctoral Project Defense
- ☐ Results of Audiology Project (Submitted by Chair of ADP Committee, typically in April)

Year 4

- ☐ Final Oral Defense Committee Appointment
- ☐ Announcement of Final Oral Defense
- ☐ Results of Final Oral Defense (Submitted by Committee Chair)

Degree Certification

Students must meet all Graduate College deadlines and requirements for the AuD. Requirements and deadlines can be found on the following website:
<https://grad.arizona.edu/gsas/degree-requirements>.

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. Up to 4 score reports are free if you make the request at the time of the exam, but there is a fee if you order later.

The Multicultural-Bilingual Certificate in Speech, Language, and Hearing Sciences (MBCP)

The Department of Speech, Language, and Hearing Sciences is proud to be able to offer the Multicultural Bilingual Certificate Program to MS and AuD students in the department. The coursework, seminars, and clinical experiences are designed to provide students with tools and experience in bilingualism and cultural responsiveness to become audiologists and speech language pathologists that provide equitable care in today's multicultural society.

The certificate program is focused on preparing future professionals to serve clients, families, and communities in ways that honor their languages, cultures, and identities. Students in the MS and AuD programs are welcome, whether they speak and understand one language or multiple languages. The application directions will be provided when students apply to the program (August before Year 2 for MS students; August before Year 3 for AuD students). There is no cost for applying.

This is a 9-unit graduate certificate with the following requirements:

- 1. SLHS 535 (3 un), *Bilingualism, Multiculturalism, & Language Varieties***
 - a. Offered in Spring semesters
 - b. Students who took SLHS 435 as an undergraduate may replace this course with an elective approved by the MBCP Director and the Director of Graduate Studies (DGS)
- 2. SLHS 597 (1 un), *Service Delivery for Multicultural Populations***
 - a. This class occurs in Fall semesters
- 3. SLHS 558/559; SLHS 658/659 (2 un), *Clinical Studies or Advanced Clinical Studies***
 - a. One (or more) of MBCP students' clinical rotations will be in settings where students are likely to have many opportunities to serve a wide range of bilingual and/or multicultural clients and families.
 - b. Students in the MBCP will have priority for these placements.
 - c. These are regularly scheduled clinic registrations, not extra rotations. Enter clinical hours into Calipso as usual.
- 4. Elective (3 un)**
 - a. One appropriate elective course (approved by MBCP director and DGS) that addresses areas of student interest and needs.
 - b. Students should browse the University of Arizona's course catalog to find courses of interest in related disciplines, including Public Health, Psychology, Special Education, Spanish, Educational Psychology, Linguistics, Learning, Reading, and Cultures, and others.
 - c. Example courses include:
 - i. LRC 504: Foundations of Multicultural Education
 - ii. SPAN 580: Spanish Phonetics & Phonology
 - iii. ANTH 595: Language & Culture
 - iv. LING 555: Sociolinguistics

Once admitted, there is a \$500/semester (\$1,000 total) fee charged while earning in the Multicultural Bilingual Certificate. AuD students who participate in the program can use the credit hours as their minor ([minor is in SLHS with a Speech-Language Emphasis](#)).

For Students Interested in Pursuing Both an AuD and a PhD

Students who wish to pursue both AuD and PhD degrees should enroll in the AuD degree before applying to the PhD program. Students should discuss their interest in enrolling in the PhD program with their potential PhD research faculty mentor. Students should also meet with the PhD Director of Graduate Studies to discuss the PhD application process and program requirements. Tenure-track and tenured faculty are eligible members of the Graduate Faculty to Chair PhD research rotations and dissertations in SLHS.

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 and PhD Director of Graduate Studies for the PhD requirements pertaining to this degree. The plan of study and research experiences will be developed individually and approved by the student's Major Advisor and program committee for the PhD. 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. Students will need to meet all requirements for the ADP as part of the AuD degree and all requirements related to the coursework and dissertation for the PhD.

Student Concerns and Grievance Procedures

Our faculty and staff members are committed to serving the best interests of our students and are invested in facilitating student success. We aim to promote an environment where students feel free to raise issues of concern. Students are encouraged to maintain good communication with their academic advisor and are also welcome to meet with other faculty members, including the Associate Heads and Department Head regarding any issues or concerns, or when seeking advice. The University of Arizona Graduate College also aims to ensure that student grievances are heard and appropriately addressed. The policy on grievance procedures can be found at the following website: <http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy>. A summary of grievance types and responsible parties can be found here: <https://grad.arizona.edu/policies/academic-policies/summary-grievance-types-and-responsible-parties>. 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 20850-3289.

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, 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 or associate heads. 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 UArizona 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>.

UAirizona Office of Institutional Equity: <http://equity.arizona.edu/>

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 UArizona 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 UArizona Code of Academic Integrity as described in the UArizona General Catalog. See <https://grad.arizona.edu/policies/academic-policies/code-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/support/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>

Child Care Subsidies and Family-Friendly Information: The Graduate College is dedicated to promoting and strengthening family relationships. Many resources have been designed to help graduate students balance and manage family, work, and school.

You can find information about the resources listed below at the following website:

<https://grad.arizona.edu/new-and-current-students>.

- Graduate Assistant/Associate Parental Leave
- Temporary Alternative Duty Assignments (TADA) for Teaching Assistants/Associates
- Extension of Time to Degree Policy
- Life & Work Connections - Child and Elder Care Resources

Helpful Information from the Graduate College: The Graduate College has compiled a list of useful links for both new and current graduate students. You can find the list here:

<https://grad.arizona.edu/new-and-current-students>.

Some of the topics covered by the Graduate College are listed below.

- Academic Services, Policies, and Procedures
- Costs & Funding
- Professional Development
- Health, Wellness, and Safety
- Other UArizona Resources & Information
- Third-Party Information & Resources
- New and Current Students FAQ

The Graduate Center: As a physical and virtual resource for graduate students, the Graduate Center has programs and services related to: writing, public speaking, career services, mentoring, collaboration, diversity and inclusion, belonging, and more. Visit their website at: <https://gradcenter.arizona.edu/> for further information.

Appendix A (Anti-Bullying)

SLHS Anti-Bullying Policy.

We will not tolerate bullying. Bullying has no place in this community and is counter to our departmental values of integrity, compassion, and inclusion. Students who engage in bullying may be dismissed from the program and faculty and staff who engage in bullying will be referred to HR for appropriate action.

What is bullying? (Adapted from [WMU-Anti Bullying Policy](#))

Bullying is defined as repeated or severe behavior likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally (that is not speech or conduct otherwise protected by the First Amendment). Bullying can take the following forms but is not limited to:

- using obscene or intimidating gestures
- using personal insults, whether in person or via social media
- engaging in public humiliation, either in person or via social media
- Indirectly bullying someone by using other people to engage in the bullying behaviors
- spreading rumors with malicious intent
- intentionally excluding a person from full-cohort activities (e.g., partnering in classes; full-group study sessions)
- demeaning a person's contributions in class (e.g., eye-rolling)

What is NOT bullying? (Adapted from QCC-anti-bullying-policy-2014.pdf)

In both educational and workplace settings, there will be instances where difficult conversations must be had. Feelings that emerge from those necessary difficult conversations are not considered the result of bullying. Specifically, it will not be considered bullying in the following circumstances:

- A supervisor or any person with supervisory authority reports or documents an employee's unsatisfactory job performance and the potential consequences for such performance.
- A faculty member or academic program personnel advises a student of unsatisfactory academic or clinical work and the potential for course failure or dismissal from the program.
- A faculty member or academic program personnel advises a student of inappropriate behavior that may result in disciplinary proceedings.\
- A target of bullying confronts the bully to let them know there is a problem

Social situations can also be complicated, and feelings can be hurt without bullying being the cause. It will not be considered bullying when a SLHS community member is not invited to social events that consist of a subset of the peer group, as long as the exclusion is not wielded as an intentional effort to exclude someone.

How should bullying be reported?

Bullying tends to continue unless it is reported and there are consequences for the report. Therefore, we encourage all SLHS community members who witness or are victims of bullying to report it. If you are the target of a bully or witness bullying, you can first try to directly address the bully to make them aware of their behavior and that it is a problem (see examples at the end of the document.) If this does not work or is not appropriate (e.g., there is physical violence; power imbalance), then engage in the reporting process.

Reporting Process:

- Fill out the Qualtrics 'Bullying Report Form' which will ask you to report who is engaging in bullying, who the target(s) are, and to provide short examples of the observed behaviors. You will be asked for your contact information, although no actions will be taken without conferring with you first.
- The SLHS Advisory Committee will review the form and in conjunction with Departmental Leadership (when appropriate) will appoint a Civility Team to investigate the report. That team may include students, when appropriate. The team will document their meetings and decisions using the SLHS Anti-Bullying Report form. Unambiguous violations of University policy will be immediately reported to the appropriate external offices including: University of Arizona Police Department; Dean of Students; College Faculty Affairs; Office of Institutional Equity, or Human Resources (among others).

What are the consequences of a report?

First, it is important to know that there will be protection for people who report bullying. Any follow-up reports of retaliation will be treated as additional bullying and the perpetrator's consequences will be taken to the next level (e.g., if there was a reprimand, there may be a move to dismissal).

After the Advisory Committee creates a team, that team will meet with the person who made the report. They will conduct a review of the situation, which may include conducting interviews or gather further information from other relevant people. They will determine:

- What supports the people involved in the situation may require
- If bullying has occurred
- Next steps

The team will document their determinations in the SLHS-Anti-Bullying Report, share the results with the relevant people involved (including Departmental Leadership), and act upon their recommendations (e.g., sharing resources, making reports to external offices, documenting reprimands, initiating terminations).

If either the reporter or the accused bully do not agree with the Civility Team's decision, they are welcome to take their case to the next level at the University. For students, this would be the Dean of Students. For staff, this would be HR. For faculty, this would be Faculty Affairs.

How can I actively counter bullying attempts?

The best way to counteract bullying is to stand up to it. While it may be difficult for a target of bullying to do so, one of the most effective tools is for bystanders to speak up. If you think that someone's behavior is unintentional, speak to them privately, even if that means talking with them later (e.g., "When you roll your eyes when X speaks, they see it, and it is disrespectful and potentially humiliating. That could be considered bullying."). If the behavior is intentional, it is important to stop it when it happens (e.g., "I am not interested in hearing rumors that paint a negative view of my colleagues. Please remember our anti-bullying policies."). This should be done as calmly as possible.

Bullying Report Form:

Your name:

Contact Information:

Program: under/slp/aud/phd/faculty/staff/other

Date:

Are you a: Target of Bullying; Witness to Bullying

Who is the Victim(s):

Who is the bully(ies):

What type of bullying did you observe/experience (select all):

Physical (e.g., pushing, threatening with body), Power Differential (e.g., using power to force someone to do something they would prefer not to); Verbal (e.g., shaming, insulting); Cyber (bullying via social media or online); Passive-Aggressive (e.g., using eye rolls, facial expressions, isolation techniques)

For each box selected, give a text box asking for an example (with dates when possible).

Thank you for your report. The Civility Team will be in touch with you to follow up on this report.

SLHS Anti-Bullying Report

Civility Team:

Report Made by:

Potential Bully(ies):

Potential Victim(s):

Notes on Interview with Reporter (Date):

Fact Finding Plan:

Decision:

Resources for Reporter(s): (date when shared)

Resources for Potential Bully(ies): (date when shared)

Did bullying occur: Yes___ No___

If no, have discussion with reporter to help with better communication (date) and advise them of their right to move the complaint up to the appropriate person.

If yes, let the reporter know that bullying was confirmed and appropriate actions will be taken, but

cannot be shared with them. Advise them of their protections against retaliation.

Recommended Consequence for Bully(ies)

- ☐ Warning
- ☐ Education
- ☐ Code
- ☐ Program Dismissal

Date shared_____ Date enacted_____

Note: All parties will hold the right to appeal.