



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

2022-2023

Student Handbook

The “Cactus Book”

Doctor of Audiology



Department of Speech, Language, and Hearing Sciences
The University of Arizona
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The Department of Speech, Language, and Hearing Sciences



Mission Statement

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

Academic Programs

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

The Bachelor of Science degree includes coursework to develop understanding of basic principles of biological sciences, physical sciences, mathematics, and the social and behavioral sciences. The SLHS major provides a broad education regarding human communication and communication disorders across the lifespan. This degree is 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) program prepares students for academic and research careers through coursework and participation in research projects.

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 accredited by 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).

Department of Speech, Language, and Hearing Sciences Teaching Mission Statement

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

- For undergraduate students, our goals are
 - To promote critical thinking, writing skills, and problem-solving abilities
 - To provide high quality education in speech, language, and hearing sciences
 - To prepare students to continue their education with advanced degrees in audiology; speech-language pathology; speech, language, and hearing sciences; or related areas.
 - To prepare students to succeed in a variety of careers through the application of critical thinking and communication skills
 - To prepare students to interact respectfully with people with disabilities/disabled people and treat those with communication disorders with empathy

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

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

- Ability to demonstrate speech and language skills necessary for effective communication with clients/patients and their relevant others, and for composing well-written and substantive diagnostic and treatment reports, treatment plans, professional correspondence, and scientific and technical reports.
- Ability to analyze, synthesize and evaluate biological, acoustic, psychological, developmental, linguistic, and cultural correlates of basic human communication processes and disorders including speech, receptive and expressive language in oral, written, and manual modalities, hearing, swallowing, and cognitive/social aspects of communication.
- Ability to analyze and evaluate information about prevention, assessment, and intervention over the range of communication disorders specified in the current ASHA scope of practice for audiology and speech-language pathology.
- Ability to analyze and synthesize relevant information regarding professional ethics and to interpret the principles of the ASHA Code of Ethics as they apply to the professional practice of audiology and speech-language pathology.
- Ability to comprehend the common principles of research and research design, both basic and applied, used in human communication sciences and disorders and to know sources of research information and how to access them.
- Demonstrate an understanding of issues currently having an impact on audiology or speech-language pathology as professions.

FACULTY

Alt, Mary	Ph.D.	Professor, Department Head (CCC-SLP)
Beeson, Pégagie M.	Ph.D.	Professor (CCC-SLP)
Bunton, Kate	Ph.D.	Associate Professor, Associate Dept Head (CCC-SLP)
Casteix, Jennifer	M.S.	Associate Clinical Professor (CCC-SLP)
Cazzato, Kathleen	M.A.	Associate Clinical Professor (CCC-SLP, BCS-S)
Cone, Barbara	Ph.D.	Professor (CCC-A)
Dai, Huanping	Ph.D.	Associate Professor
Darling-White, Meghan	PhD	Assistant Professor (CCC-SLP)
Guilmette, Karen	M.S.	Associate Clinical Professor (CCC-SLP)
Guyette, Elizabeth	M.A.	Assistant Clinical Professor (CCC-SLP)
Hansen, Erica	AuD	Assistant Clinical Professor (CCC-A, F-AAA)
Hawley, Janet L.	ClinScD	Associate Clinical Professor (CCC-SLP)
Hoit, Jeannette D.	Ph.D.	Professor (CCC-SLP), Director of Postdoctoral Affairs
Jensen, Carole	M.S.	Assistant Clinical Professor (CCC-SLP)
Kapa, Leah	Ph.D.	Assistant Professor
Kielar, Aneta	Ph.D.	Assistant Professor
Marrone, Nicole	Ph.D.	Associate Professor (CCC-A)
Martinez, Jake	M.S.	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)
Norrix, Linda	Ph.D.	Associate Clinical Professor (AUD)
Plante, Elena	Ph.D.	Professor (CCC-SLP)
Reeb, Kristin	M.S.	Clinical Instructor (CCC-SLP)
Samlan, Robin	Ph.D.	Associate Professor, Associate Dept Head (CCC-SLP)
Smith, Dori	DMA, M.S.	Clinical Instructor (CCC-SLP)
Smith, Diane	AuD	Clinical Instructor (CCC-A)
Story, Brad	Ph.D.	Professor, Associate Dean College of Science
Velenovsky, David	Ph.D.	Senior Lecturer (CCC-A)
Wheeler, Amy	AuD	Assistant Clinical Professor (CCC-A)
Wong, Aileen	AuD	Assistant Clinical Professor (CCC-A)

Adjunct Lecturers

Charles, Sherman	Ph.D.	Adjunct Lecturer
LaCross, Amy	Ph.D.	Adjunct Lecturer
Caroline Madsen	M.S.	Adjunct Lecturer

Research Professionals

Nora Evans-Reitz	M.S., CCC-SLP	L4 Lab
Figueroa, Cecilia	M.S., CCC-SLP	L4 Lab
Rising, Kindle	M.S., CCC-SLP	Aphasia Research Project
Vance, Rebecca	M.S. CCC-SLP	Plante Lab
Wong, Aileen	AuD, CCC-A	Audiologic Rehabilitation Lab

STAFF

Acuna, Alma	Facilities Management
Barakat, Feday	Coordinator, Insurance & Billing
Castano, Bertha	Facilities Management
Colan, Brandon	IT
Hamilton, Cathy	Facilities Management Project Manager
Hayward, Nickole	Graduate Coordinator
Lavine, Debra	Office Specialist
Phelan, Kevin	Business Manager
Radosevic, Denise	Office Specialist
Reichenbacher, Richard	IT
Sasser, Kim	Administrative Assistant, Front Desk
Sinteral, Brisa	Administrative Support Professional
Weber, Doug	Facilities Management Supervisor
Wijeweera, Tharini (Raini)	Interim undergraduate advisor

Student Workers

Torres, Alyssa	Front Office
Heisler, Leah	Clinic Office
Nathan, Mira	Clinic Office

FACULTY RESEARCH AREAS

Consistent with our mission to advance the science that provides 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 to conduct directed research in the context of thesis and dissertation projects. A wide range of research interests are represented by the faculty as highlighted below.

Mary Alt	Word and concept learning; understanding learning mechanisms; applying learning theory to language treatment. Populations studied include: bilingual children and children with language disorders/delays.
Pélagie Beeson	Neurogenic communication disorders, with particular emphasis on the nature and treatment of aphasia, acquired alexia and agraphia.
Kate Bunton	Kinematic, aerodynamic, and acoustic characteristics of normal and disordered speech production, speech development, and correlates of speech intelligibility.
Barbara Cone	Human auditory system development and methods for assessing hearing in infants at risk for hearing loss or neurologic impairment.
Huanping Dai	Basic science aspects of auditory perception, applied issues related to hearing, including the application of statistical and psychophysical principles and methods to the diagnoses of hearing disorders, and signal processing for amplification.
Meghan Darling-White	Develop and validate interventions that have an impact on functional speech production skills in individuals with motor speech disorders.
Jeannette Hoit	Normal and abnormal speech motor control, aging speech and hearing physiology, motor speech disorders, research ethics and practices.
Leah Kapa	Typical and disordered language development in childhood and the interaction between language and cognition in children and adults.
Aneta Kiejar	Integration of behavioral and neuroimaging measures of brain function with goal of understand changes in cognitive functioning associated with brain damage and recovery.
Nicole Marrone	Hearing loss and treatment in adults; aging and cognitive factors in auditory perception; improving speech understanding in competing noise and reverberation
Julie Miller	Neurogenetic and circuitry mechanisms underlying human vocal function and dysfunction using birdsong as a model
Elena Plante	Brain-language relations in developmental language disorders and language assessment and treatment.

Robin Samlan	Production, perception, and measurement of the human voice
Brad Story	Speech acoustics/analysis/signal processing, synthesis/simulation of speech and voice, relation between articulation and acoustics, speech-to-speech transformation, perception of natural and synthetic speech.
David Velenovsky	Tinnitus management; study of cochlear mechanics and auditory processing; animal audiology.

DOCTOR OF AUDIOLOGY (AuD)

The Doctor of Audiology (AuD) program is designed to provide academic and clinical training to fully prepare students for the professional practice of audiology. The program is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology, a semi-autonomous body of the American Speech-Language-Hearing Association (ASHA). The required coursework and clinical training fulfill the ASHA Standards for knowledge and skills for audiology. This student handbook is designed to guide students through the program. We also maintain a website for matriculating students where complementary information is available at <http://slhsfac.arizona.edu/content/aud>.

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

Doctor of Audiology Program of Study

The AuD program of study prepares students to acquire the knowledge and skill areas required by the Audiology profession and its certifying organizations. The AuD requires a minimum of 50 credit hours of graduate-level course work in the areas of hearing science, audiology and communication disorders. Supplementary coursework may be needed to fulfill the knowledge and skill requirements needed for professional certification. All AuD students complete an Auditory Doctoral Project requiring a minimum of 9 credit hours of enrollment. In addition, completion of academic coursework to fulfill a minor area of study (minimum 9 units) is required. AuD students complete clinical rotations during the first three years followed by a clinical externship during the fourth year. Note that clinical practicum enrollment credits do not count toward the degree, but a minimum of 12 units for the clinical externship is required for the degree plan. A total of 71 credit hours is typical for the four-year Program of Study.

The AuD curriculum is detailed in the Suggested Sequence for Courses in Audiology (see **Appendix B**). Minor variations in the course requirements and sequence may occur with approval. The 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 for the Certificate of Clinical Competence in Audiology (see details in **Appendix C**):

- Foundations of Practice in Audiology
- Prevention and Screening
- Audiology Evaluation
- Counseling
- Audiologic Rehabilitation Across the Life Span
- Pediatric Audiologic (Re)habilitation

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.

Up to 9 units of graduate credit earned at other approved institutions may be counted toward the requirements for the AuD, if accepted by the SLHS department and the Graduate College. 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).

All students are encouraged to attend the weekly **colloquium series** in semesters in which it is offered. Colloquium provides an excellent complementary learning experience for students. Presentations occur on Mondays (and occasionally on Wednesdays) over the noon hour. 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 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. Colloquium is typically taken during spring of your 1st year.

Minor Area of Study

Students will select a minor area of study and complete the graduate level coursework to meet the requirements of the minor department (9-15 units, depending on the minor department requirements). A list of available minors can be found at this link:

<http://grad.arizona.edu/programs/>. The minor is an opportunity for you to gain knowledge in an area that will be complementary to your Au.D. The UArizona Au.D. is unique among all of the Au.D. programs in the U.S. by providing this opportunity as part of the Au.D. requirements.

Minors completed by past Au.D. students have been quite varied, and have included Business Management, Linguistics, Rehabilitation Counseling, Cognitive Science, Neuroscience, Family and Consumer Sciences (Human Development emphasis), Psychology, Neuropsychology, and Public Health, Speech-Language Sciences, Spanish, and the Bilingual Certificate offered by SLHS (see page 20 of this handbook).

Each department has their own requirements for the graduate minor, and these can often be found on the department's web-site. For example, the SLHS graduate minor in Speech and Language has a 9-unit requirement. Five of the units must be from coursework, and the other four may be from independent study and research rotation enrollments.

Example Courses for an SLHS Minor (9 units required; all courses listed are 3 units each)

- Speech-Language Science
 - SLHS 541 Language Acquisition
- Communication Disorders

- SLHS 543 Adult Language Disorders II
- SLHS 544 Adult Language Disorders I
- SLHS 555 Developmental Language Disorders
- SLHS 571 Speech Sound Disorders
- SLHS 572 Speech Disorders I
- SLHS 574 Speech Disorders II

The 9 credit Multicultural-Bilingual certificate offered in Speech, Language, and Hearing Sciences may serve as a minor for the AuD program. Details of that program are found on page 20 of this handbook.

Not all University departments are aware of our Au.D. program requirement for a minor, and the the requirement for the minor advisor to be present either at the student's Audiology Doctoral Project Defense or the Au.D. student's 4th year oral examination. For this reason, it is important that you work with your SLHS academic advisor, who will counsel you about various minors. Your advisor will also provide you with a statement of information about the Au.D. minor requirement that can be used to initiate a discussion with the minor department's director of graduate studies and/or the potential minor advisor. The plan for the minor will be reviewed for approval by the student's SLHS advisor and the Minor Advisor. Your minor advisor is typically a faculty member who taught coursework that you have taken as part of the minor.

You may start your minor at any time during your Au.D. program, but no later than the second semester of your 2nd year.

Overview of Clinical Practicum

Students will have the opportunity to gain supervised clinical experience in a variety of settings including our on-campus clinics, approved off-campus sites, simulation clinics, and externship locations. In a typical 4-year plan of study, students will accumulate approximately 2,000 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, that meet the ASHA certification 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 Edge Learning. This training can be completed on campus or from an off-campus location using VPN. On UAccess Edge Learning, in the search bar type HIPAA Annual Certification. Next, click register. When registered click to complete the self-paced modules. Detailed instructions are available on the UAccess EdgeLearning site. When you have completed the module, print the certificate of completion as a pdf.
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 Edge 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 maintained using a web-based program called CALIPSO, which is an application designed specifically for speech-language pathology and audiology programs that manages key aspects of academic and clinical education. Each student will establish an individual CALIPSO account and is responsible for entering accrued clinical hours during each semester. The clinical instructor will 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. Record keeping in CALISPO will assist you with tracking skill acquisition for the Certificate of Clinical Competence.

Clinical Externship

A clinical externship will be completed during the 4th year, and students must maintain enrollment during that period. Enrollment for 6 units of SLHS 921 (Clinical Studies: Externship) is required each semester of the externship to satisfy the requirement (12 units total).

- Students are responsible for identifying potential sites and applying to externship programs in formal consultation with the faculty advisor in charge of the Externship Program. Students are advised to apply for externships 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 your externship preceptor(s) before the externship begins, and SLHS faculty maintain contact with students and their professional preceptors during the externship year. The externship coordinator will also provide the preceptor with information regarding evaluation of student performance through CALIPSO.
- Performance during the Clinical Externship will be evaluated by the externship preceptor in conjunction with the UA externship coordinator. Satisfactory demonstration of competence in all assessed skill areas is required for graduation and for recommendation for ASHA certification. Students are responsible for continuing to monitor their accumulated clinical hours during the externship.

Academic Advising

First-year AuD students are assigned an **academic advisor** at the beginning of their first University of Arizona SLHS AuD Student Handbook

semester in the program. This advisor provides information, answers questions about the program, and addresses specific student needs.

- During your first fall semester, you should meet with your academic advisor and complete an electronic copy of the **Plan of Study** with approval of the academic advisor (<https://www.slhsfac.arizona.edu/index.php/content/aud>).
- During your second fall semester, each student will complete an electronic the **Plan of Study** with approval of the academic advisor ([SLHS D2L Community page under AuD](#)), and this must be entered into **GradPath**.

Audiology Doctoral Project (ADP)

Students in the AuD program complete an Audiology Doctoral Project (ADP), requiring enrollment in at least 9 units of SLHS 912. This doctoral-level, scholarly project should further advance knowledge or competency in a specialty area within audiology, add to the knowledge base of the field, or make a clinical/community impact. Each student will present the findings from their project in a public forum with all ADP committee members in attendance. The ADP prospectus, approved by the ADP committee chair, should be submitted to the department office prior to public presentation. There will also be a defense (oral exam/discussion) of the project. Students will be carefully and enthusiastically 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 their ADP committee. The ADP may be initiated at any time, but no later than the beginning of the third year.

There are a number of 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 (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; 4) A portfolio of scholarly work that integrates aspects of your graduate minor with hearing science/audiology. Individual faculty members will be able to recommend projects to you, or, if you have an idea, they will help you shape it into something that is “do-able” given the timelines involved. During the second semester of your 1st year, you will take the Audiology Doctoral Project Seminar (912-025), a one-unit course that will provide you with detailed information about the process of undertaking an ADP, and also with ideas (provided by various faculty members) for specific ADPs.

Audiology Doctoral Project Committee

- The ADP is directed by the Committee Chair (and in some circumstances a co-Chair). The chair of the committee must be a member of the Graduate Faculty and hold a PhD. Your academic advisor may or may not be the same individual as the ADP Chair.
- The Committee consists of at least three faculty members including the Chair. All members must be part of the Graduate Faculty as approved by the Graduate College. Two members (chair plus one) must hold a PhD and one may hold another terminal graduate degree. The chair must be a member of the SLHS faculty. 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 Dr. Cone, who serves as the SLHS Director of Graduate Studies for Audiology. This committee is officially listed on the ADP committee form in GradPath.
- The role of the ADP Committee is to mentor, guide and advise the student through the project 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.

Final Oral Examination (4th year) Committee

- The Final Oral Examination is directed by the Committee 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 Examination Chair.
- The Committee consists of four faculty members including the Chair. All members must be part of the Graduate Faculty as approved by the Graduate College.
 - Two members (chair plus one) must hold a PhD.
 - One member must be part of the SLHS clinical faculty.
 - One member must represent your minor area of study.
 - 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 and their program of study.
- The proposed committee must be approved by Dr. Cone, who serves as the SLHS Director of Graduate Studies for Audiology. This committee is officially listed as the comprehensive exam committee form in GradPath.

For Students Interested in Pursuing Both an AuD and PhD

Students who wish to pursue both AuD and PhD degrees concurrently should enroll in the AuD degree before applying to the PhD program. Students should meet with the SLHS PhD committee chair to discuss the PhD application process and program requirements. The PhD program focuses on

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

Students should consult the PhD handbook and Director of Graduate Studies for the PhD for requirements pertaining to this degree. The plan of study and research experiences will be developed on an individual basis and approved by the student's Major Advisor and program committee. A student planning to obtain both degrees should seek advice from their Major Advisor about the choice of an ADP that is complementary to the PhD training plan. Students will need to meet all requirements for the ADP as part of the AuD degree, and all requirements related to the dissertation for the PhD.

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 should be electronically submitted to the Graduate Coordinator (Nickole Hayward) during spring semester of your 1st year. Please see the internal department website for the form (SLHS D2L Community page under AuD). Any revisions to the length of the program need to be documented in writing and approved by the Director of Graduate Studies for Audiology (Dr. Cone).

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, they 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 or lower is earned in more than one course, there may be serious concern regarding whether a student can continue in the program, regardless of the overall grade point average. Faculty determination of probationary status or dismissal will be prompted and communicated to the student. Failure to achieve overall satisfactory performance in the program will block the department endorsement of academic and clinical competency with ASHA and state licensing agencies.

2. Satisfactory Performance in Clinical Practicum

- Satisfactory performance in clinical practicum is defined as compliance with the technical standards and a Passing (P) grade.
- A Failing (F) grade for the semester will result in a repetition of a similar clinical experience to demonstrate mastery of clinical skills; the accrued clinical hours may not be awarded.

3. Pass the Comprehensive Examination (end of Second Year)

- An examination covering the first two years of coursework and clinical experiences is 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 regarding 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 covered during the Final Oral Examination 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.
- Specific information regarding the format, schedule, and timeframe for the comprehensive exam will be provided during the spring semester. The typical exam is as follows:
 - Exam format and content: Students write essay answers to six questions in a fixed time.
 - Scoring: The scoring rubric for the exam includes High Pass (HP), Pass (P), Low Pass (LP), Fail (F).
 - To pass this examination, the answers to 5 of the 6 questions must be judged by the faculty as Low Pass, Pass or High Pass.
 - If the written exam is failed (i.e., 2 or more questions receive a Fail), this will prompt a review of the student status and recommendations, which could include remediation, oral examination, or discontinuation from the program. The outcome of the exam is reported to the Graduate College and is final.

4. Plan and Successfully Complete an Audiology Doctoral Project

Each student must meet complete the following steps as documented through the GradPath forms.

- Select and affirm ADP committee (3 members minimum)
 - Complete the ADP Committee Appointment in GradPath
 - The chair must be a member of the SLHS faculty.
 - Two members (including chair) must hold PhDs; one may hold another terminal graduate degree.
 - All members need to be part of the Graduate Faculty.
- Generate and receive committee approval for ADP prospectus
 - Complete ADP Prospectus/Proposal Confirmation – submit to SLHS Grad Coordinator (Nickole Hayward)
- Plan and schedule public ADP Presentation (typically in the 3rd Year)
- Submit ADP to committee and schedule ADP Defense (typically in the 3rd year)
 - Complete Announcement of ADP Defense in GradPath
 - The exam will last between 1 (minimum) and 3 hours (maximum).
 - Results of ADP Defense (pass, pass with revisions, fail) submitted by ADP chair
 - The final Audiology Doctoral Project (ADP) must be approved by the student's advisor and committee.
 - Note that if work on the ADP extends into the 4th year, the student must be enrolled in SLHS 912 while the work is completed.
- Submit final approved ADP document for to the Graduate College/UA Campus Repository to be archived. 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>

5. Complete the Minor

The minor requirements are set forth by the minor department and will include a minimum of 9 units. The oral examination for the minor will be included with the Final Oral Examination held in Spring of the 4th year.

6. Complete Clinical Externship

Students are required to complete the equivalent of one year of full-time clinical experience. For most, this includes a formal clinical externship completed in the 4th year of study and students must maintain enrollment during that period. Clinical faculty will maintain contact with students and with their professional mentors during the externship year. Student performance will be evaluated by the externship preceptor(s) in conjunction with the UA externship coordinator. A remedial plan will be generated for any student who is not performing satisfactorily during the clinical externship year. Satisfactory demonstration of competence in all assessed skill areas is required for graduation and for recommendation for ASHA certification. A remedial plan may be generated for any student who is not performing satisfactorily during the clinical externship year. This may extend the length of the AuD program.

7. Plan and Successfully Complete the Final Oral Examination (4th year)

Upon completion of all requirements for the AuD (including the ADP as pass or pass with revisions), students will have a final oral examination. Students will be asked questions about any aspect of the discipline, translation of knowledge into clinical practice, and contents of the minor. The exam will be conducted by the Final Oral Examination committee, which includes the minor representative. 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.

Each student must meet complete the following steps as documented through the GradPath forms.

- Select and affirm the Final Oral Examination committee (3 members minimum, must include the minor representative). This committee could be the same as the ADP committee plus the minor representative or could be a newly formed committee.
 - Complete the Final Oral Examination committee form in GradPath
 - The chair of the Final Oral Examination committee must hold a PhD and be faculty in SLHS, one member must be a clinical faculty member in SLHS. The final member is the student's minor representative. Students may elect to have more than 3 members on this committee.
- Schedule Final Oral Examination (in person or remote)
 - Complete the Announcement of the Final Oral Examination in GradPath
- Results of the Final Oral Examination are entered by the committee chair (pass, fail retake available, fail no retake)

Student academic progress throughout the program is evaluated by faculty and the Director of Graduate Studies on a semester-by-semester basis. Students will be notified in writing by the Director of Graduate Studies if they are not meeting deadlines and requirements of the program (including remediation). Note that adequate progress is considered across all elements of the program (as outlined above) including professional behaviors. Students who fail to meet the deadlines and requirements of the program (including remediation) may be dismissed from the program.

The Process of Appeal

Following notification of unsatisfactory academic progress, the student may submit an appeal in writing to the Department Head.

Degree Certification

Students must meet all Graduate College deadlines and requirements for the AuD Requirements and deadlines can be found, on 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 Graduate Coordinator (Nickole Hayward) and SLHS Director of Graduate Studies in Audiology (Dr. Cone) review and approve this electronic paperwork prior to its submission to the graduate school.

National Certification Examination (PRAXIS)

This examination is required for licensure in Arizona and most states and for certification by the American Speech-Language-Hearing Association. We recommend that it be taken at the end of the third year. Results should be sent directly to the U of A (RA 0002) and ASHA (R5031). You should determine whether the state you intend to work in requires the scores to be sent directly to their licensing board. 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.

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.

A Few Frequently Asked Questions

1. *Can I change my major advisor?* Yes. Academic advisors are assigned at the beginning of your program in order to assure that all students connect with a faculty member for advice and guidance, but you can request a specific advisor, or request a change in advisors. Be certain that this change is agreed upon by your new advisor, and that the initial advisor knows the plan. Also, inform the Graduate Coordinator, Nickole Hayward. nhayward@arizona.edu
2. *Who do I talk to if I am having trouble with the electronic GradPath electronic tracking system?* Contact the Graduate Coordinator, Nickole Hayward. nhayward@arizona.edu
3. *What if I am a student who began the program before Fall 2021 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 Multicultural-Bilingual Certificate in Speech-Language Pathology and Audiology (MBCP)

All graduate students have the opportunity to earn the MBCP. The program allows students to specialize in evidence-based methods of assessment, diagnosis, and treatment of bilingual children and adults with speech, language, and hearing impairments. Students who earn this certificate will demonstrate knowledge regarding how the structure of common languages spoken in the United States compare and contrast with English, how to appropriately assess and treat all languages in the bilingual or multilingual individual, how to train and implement the use of interpreters, and cultural awareness and sensitivity in the clinical setting. Students do not need to be bilingual to participate in the MBCP program.

The certificate program requires the following graduate coursework (9 units):

1. SLHS 535 Bilingualism, Multiculturalism, and Nonmainstream Dialects (3 Units)
2. SLHS 597 Workshop: Topics in Service Delivery for Bilingual Populations (1 unit).
3. Clinical Practicum in Bilingual Context (2 units)
 - Clinical experiences with bilingual populations will occur during SLHS 558 Clinical Studies in Speech-Language Pathology or SLHS 559 Clinical Studies in Audiology
 - A minimum of 50 contact hours with bilingual populations, across multiple clinical placements (either on or off-campus), should be documented.
4. At least one additional appropriate elective course (3 units total). Examples include:
 - AIS 545 A Structures of Non-Western Languages
 - AIS 582 Hopi Language in Culture
 - AIS 696J Topics in Native American Languages and Linguistics
 - ANTH 530A Language and Society in the Middle East
 - ANTH 536 Japanese Sociolinguistics
 - CPH 520 Racial and Ethnic Health Disparities (3)
 - HIST 552 American Ethnic History (3)
 - HPS 533 Global Health (Ehir)
 - HPS 535 Multicultural Health Beliefs
 - HPS 581A Issues in Native American Health: An Introduction to Critical Thinking
 - HPS 577 Sociocultural & Behavioral Aspects of Public Health (3)
 - LING 500 Linguistics for Non-majors
 - LING 502 Gender and Language in Japan
 - LING 519 Linguistic Structure of Modern Chinese
 - LING 511 Introduction to Japanese Linguistics
 - LING 544 Typology and Universals
 - TLS 504 Language and Culture in Education
 - TLS 507 Education of Mexican Americans in the United States
 - TLS 510 Foundations of Bilingual Education and Second Language Learning
 - TLS 512 Educating Culturally Diverse Students in a Pluralistic Society
 - TLS 514 Reading and Writing in Bilingual and Second Language Settings
 - TLS 581 Multicultural Literature and Literacy
 - TLS 641 Immigration and Education
 - TLS 643 International Indigenous Culture-Based Education
 - MAS 505 Traditional Indian Medicine: Health, Healing and Well Being
 - MAS 508 The Mexican-American: A Cultural Perspective
 - MAS 510 Socio-cultural determinants of health
 - MAS 525 Latino Health Disparities
 - MAS 535 Mexican Traditional Medicine: An Overview of Indigenous Curing Cultures
 - MAS 575a Education of Latina/os
 - SPAN 574A Language in the Mexican American Experience
 - SERP 504 Cultural and Linguistic Diversity in Exceptional Learners

Other classes or independent study experiences may be identified to fulfill the elective requirement. For more information, talk with Dr. Kate Bunton, Associate Department Head.

Typical Timeline for Completion of Doctor of Audiology (AuD)

Year 1

- Complete Blood-Borne Pathogens training <http://www.uaccess.arizona.edu>(Fall)
- Complete HIPAA training (UAccess Edge 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 (form found on SLHS D2L community page under AuD)

Year 2

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

Year 3

- Complete Blood-Borne Pathogens training <http://www.uaccess.arizona.edu> (Fall)
- Complete HIPAA training (UAccess Edge Learning) <http://www.uaccess.arizona.edu>
- Arrange interviews for Clinical Externship placement
- Modify Graduate Plan of Study Form and Graduate Program Committee Forms using UAccess (Spring) <http://grad.arizona.edu/GradPath> (instructions provided at orientation)
- Work on Audiology Doctoral Project
- Complete ADP Committee form in GradPath
- Submit a copy of the ADP prospectus document to the Graduate Coordinator
- Present Audiology Doctoral Project in a public forum in SLHS
- Submit ADP document to committee (one week before defense)
- Schedule oral defense of ADP, complete Announcement of ADP Defense GradPath
- Conduct oral defense of the ADP; ADP chair will enter results of the ADP Defense in GradPath
- Take the Praxis Exam (Not a program requirement, but needed for licensure and certification; send scores to ASHA R5031 and UA RA0002)
- The ADP can be filed in the campus repository following approval of final document by ADP chair.

Year 4

- Complete Blood-Borne Pathogens training <http://www.uaccess.arizona.edu> (Fall)
- Externship (Summer Session II, Fall & Spring Semesters)
- If not previously completed, ADP must be completed with a result of pass or pass with revisions to be eligible to take the final oral examination
- Final oral examination (Spring).
- Complete Final oral examination committee form in GradPath.
- Schedule Final oral examination, exam includes the minor representative; complete Announcement of Final oral examination in GradPath; Chair will enter results in GradPath.

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

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

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

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

Graduate College Helpful Information: The Graduate College has compiled a list of links that are useful for both new and current graduate students. You can find the list here: <https://grad.arizona.edu/new-and-current-students>. Topics covered are listed below.

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

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 written 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
Suggested Sequence for Courses in Audiology (beginning Fall 2022)
Per UArizona Policy, maximum enrollment 19 units per semester

<i>Course#</i>	<i>Fall - 1st year</i>	<i>Units</i>
511	(002)Tool School (Rocketship)	1
562A	Anatomy & Physiology of Aud & Vest System	3
562B	Acoustics and Auditory Perception	3
565	Acoustics and Perception of Speech	3
589R	Advanced Audiologic Evaluation	3
589L	Lab: Advanced Audiologic Evaluation	1
595A	Current Problems in SLHS: Colloquium	1
597	Workshop: Research Methods I	1
<i>Course#</i>	<i>Summer Session - 1st year</i>	<i>Units</i>
559	[Clinical Studies]	(0-3)

<i>Course#</i>	<i>Spring - 1st year</i>	<i>Units</i>
559	Clinical Studies	2
581A	Amplification I	3
581C	Practical Issues in Amplification	1
582A	Disorders of Hearing & Balance	3
597	Workshop: Research Methods II	1
912	Audiology Doctoral Project Seminar	1
	Course in the Minor	0-3

<i>Course#</i>	<i>Fall - 2nd year</i>	<i>Units</i>
501	Professional Issues (7 week)	1
510	Counseling Techniques in Comm. Disorders (7 week)	1
559/659	Clinical Studies	3
581B	Amplification II: Advanced Topics in Audiologic Rehab	3
588A	Physiological Eval of the Auditory System	3
588L	Lab: Physiological Eval of the Aud System	1
596J	Seminar: Practice Management [if an even year]	1
912	Audiology Doctoral Project	(0-3)
	[Course in Minor]	(0-3)

<i>Course#</i>	<i>Spring - 2nd year</i>	<i>Units</i>
559/659	Clinical Studies	3
586	Pediatric Audiology	3
588B	Assess & Rehab Balance Sys	3
588Q	Lab: Assessment & Rehab of Balance Sys	1
587G	Practical Issues in Implantable Devices	2
912	Audiology Doctoral Project	(0-3)
	[Course in Minor]	(0-3)

Appendix B (continued)

Suggested Sequence for Courses in Audiology

<i>Course#</i>	<i>Summer Session - 2nd year</i>	<i>Units</i>
559/659	[Clinical Studies]	(0-3)

<i>Course#</i>	<i>Fall - 3rd year</i>	<i>Units</i>
559/659	Clinical Studies	3
596G	Theory and Practice: Implantable Devices	2
596J	Seminar: Practice Management [if an even years]	1
912	Audiology Doctoral Project	(0-3)
	[Course in Minor]	(0-3)

<i>Course#</i>	<i>Spring - 3rd year</i>	<i>Units</i>
559/659	Clinical Studies	3
588C	Eval of Auditory Perception & Cognition	4
597	Workshop: Hearing Disorders II	3
912	Audiology Doctoral Project	(0-3)
	[Course in Minor]	(0-3)

<i>Course#</i>	<i>Fall - 4th year</i>	<i>Units</i>
912	Audiology Doctoral Project	(0-3)
921	Externship: Audiology	6

<i>Course#</i>	<i>Spring - 4th year</i>	<i>Units</i>
912	Audiology Doctoral Project	(0-3)
921	Externship: Audiology	6

Appendix C

Speech, Language, and Hearing Sciences Remediation Plan for "C" Grade in SLHS Course

Student's Name: _____

Course Number and Title: _____

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

Student must complete this remediation plan by: _____(time/date)

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

Date: _____ Instructor's Signature: _____

Date: _____ Student's Signature: _____

The Remediation plan has been completed.

Date: _____ Instructor's Signature: _____

Please submit this form to our Graduate Program Coordinator.