



Doctor of Audiology (AuD) Program Handbook

Fall 2023

ASU Charter

ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

Justice, equity, diversity and inclusion at the College of Health Solutions

At the College of Health Solutions, we are focused on improving the health of the communities we serve. Every student, every faculty and staff member, every individual and community member should have the opportunity for better health throughout their lifespan. To improve health, we must embrace and support greater diversity, equity and inclusivity in everything we do, including teaching, research and service. We are committed to doing better. You are welcome at the College of Health Solutions, and this is what you can expect from us.

Commitments to justice, equity, diversity and inclusion

We create leaders who advance the principles of justice, diversity, equity and inclusion, shaping a future in which all community members can fully realize their potential.

We embed diversity, equity and inclusion as a transformational force in every aspect of our teaching, research and service as we work to address the challenges facing people and communities to stay healthy, improve their health and manage chronic disease.

We believe that diversity and inclusion are essential for excellence and innovation, and thus it is stated in our college values: We maximize opportunities for people of diverse backgrounds, abilities and perspectives.

We support underrepresented and historically marginalized groups, and will not tolerate discrimination or hate of any kind.

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Welcome to Arizona State University's (ASU) graduate clinical Doctor of Audiology (AuD) program. The AuD program is offered through the College of Health Solutions, and is housed at the Tempe Campus. The purpose of this handbook is to provide information that will assist students in navigating the graduate degree program. This Doctor of Audiology Program Handbook in addition to the Audiology Clinic Manual are the primary resources of information regarding policies and regulations as well as academic and clinical requirements which must be met to satisfactorily complete the AuD degree, state licensure, and ASHA certification. [College of Health Solutions](#), [Graduate College](#), and [University policies and regulations](#) are also applicable. Academic and clinical faculty members also are available for advice, guidance, and consultation regarding all academic and clinical requirements, policies, and procedures. Ultimately however, it is the student's responsibility to be informed about all academic and clinical requirements and to fulfill all of the requirements of the curriculum for the AuD program at ASU.

Mission

The Speech and Hearing Science programs within the College of Health Solutions at Arizona State University aim to educate undergraduate students in the scientific fields of speech, language, cognition and hearing, and to train graduate students to provide clinical services and/or conduct research in speech-language pathology and audiology. The clinical programs equip students to practice evidence-based clinical service delivery and community embeddedness with integrity and accountability. The research programs equip students to conduct research and train future educators and scientists in the fields of speech, language, cognition and hearing. Each program has its own goals that align with this mission.

The specific goals for the AuD program are as follows:

1. Prepare students for employment in multiple settings to address the needs of children and adults with hearing or balance difficulties and their communication partners.
2. Facilitate student knowledge acquisition in scientific foundations of hearing, auditory processing, hearing assistive technologies, implantable devices, auditory (re)habilitation, balance and other related fields.
3. Engage students in training which support the development of skills in evidence-based clinical practice, interprofessional collaboration, community service and encourage them to pursue lifelong learning.

Program Description This is a full-time, 3-year residential program for post-baccalaureate students that requires 88 credits of coursework and clinical experience. The first three years consist of coursework (3 fall, 3 spring, and 2 summer semesters) covering normal and disordered hearing and balance as well as clinical practicum experiences. The clinical doctorate model at ASU stresses the integration of academic classroom learning with practical experience across a broad spectrum of clinical specialties and practice environments. All AuD students complete a semester of clinic preparation and observation (SHS 526 Launch to Clinic), a minimum of three on-campus, and up to four off-campus clinical rotations.

There are also outcome-based formative and summative assessments completed at the end of the first and the fall of the third year of the program, passing scores on these are necessary to continue in the program. The successful ASU AuD graduate will have the diagnostic and rehabilitative skills necessary to fulfill the current Scope of Practice in Audiology specified by the American Speech-Language-Hearing Association. An optional, reduced-credit, 4th- year externship for one, two, or three semesters is available to all students. Those wishing to earn the required hours of supervised clinical training for ASHA certification while within the program must complete the externship. The required number of hours are usually earned by the end of the fall semester of the 4th year. Students have the option to graduate at that time or continue with their externship through the spring semester as arranged with their externship site and the university prior to starting the externship. At this point, ASHA 2020 standards stipulate that a graduate can continue to accrue hours towards ASHA certification after graduation through employment with an individual holding ASHA CCC-A certification. Note that while the program will provide guidance, the student is ultimately responsible for researching initial licensure requirements for applicable states before making a decision about not completing a 4th year externship. The initial licensure requirements for some states require the completion of 1820 clock hours or an externship year.

The ASU Speech and Hearing Clinic is housed at the Tempe campus. Here, first- through third-year AuD students are trained to provide audiology services under direct supervision of the program's ASHA-certified clinical faculty. Audiology services include comprehensive diagnostic assessment using behavioral and physiologic measures, the dispensing of hearing aids and assistive technology, cochlear implant mapping, vestibular evaluations, auditory processing disorder evaluations, tinnitus evaluations, and individual and group audiological rehabilitation. These services are provided to members of the general public of all ages and abilities, on a fee-for-service basis, or through direct billing to contracted insurances. Upon graduation, students will have met the standard of excellence established for the program, and are thus highly employable. [Our program website](#) demonstrates an extremely high percentage of those seeking employment after graduation have been hired into a variety of settings including medical centers, private practices, medical practices, schools, and industry.

Arizona State University

Arizona State University (ASU), in central Arizona's Valley of the Sun, is one of the premier metropolitan public research universities in the nation. Its enrollment of over 115,000 residential students and a robust ASU Online program ranks Arizona State as one of the largest institutions of higher learning in the U.S. ASU is accredited by the North Central Association of Colleges and Secondary Schools and was named to

Research Extensive (formerly Research I) status in 1994, recognizing ASU as a premier research institution. Arizona State University's Tempe campus of 640 acres is located in Tempe, a historic city of approximately 160,000 in the fast-growing metropolitan Phoenix complex, which has a population of over 1,500,000. The University, therefore, has the dual advantage of location in a moderate-sized city with proximity to all the resources of a metropolitan center. ASU is research-driven but focused on learning. Teaching is carried out in a context that encourages the creation of new knowledge. ASU offers outstanding resources for study and research, including libraries and museums with important collections, studios, and performing arts spaces for creative endeavor, and unsurpassed state-of-the-art scientific and technological laboratories, and research facilities. The faculty includes recipients of prestigious academic and professional awards, including membership in the national academies. ASU currently ranks high among public universities nationwide in its enrollment of freshmen merit scholars. The AuD program at ASU is ranked 18th in the nation in the 2020 US News and World Report Rankings. The university champions diversity and is international in its scope, welcoming students from all 50 states as well as nations around the world.

Archived Handbook Information Students can access previous versions of the Program Handbook on the AuD program's CANVAS site, as listed by incoming class. Fall 2015: AuD POS 2.0 Fall 2016: AuD POS 2.0 Fall 2017-2018: AuD POS 3.0, Fall 2019 AuD POS 3.1, Fall 2020 AuD POS 4.0

AuD Program Faculty and Administrative Staff

ASU AuD Program and Clinic Directors

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The Doctor of Audiology Faculty consists of Clinical and Academic faculty with degrees and expertise in audiology, hearing science, and/or auditory neuroscience. Most AuD courses are taught by AuD faculty, with some courses taught by faculty in Speech Science, Speech-Language Pathology, or American Sign Language.

AuD Clinical Faculty

Bridget Shanahan Herrick, AuD, Clinical Assistant Professor, University of Wisconsin-Madison: Pediatric and educational audiology, amplification and hearing assistive

Matthew Bell, AuD, Clinical Associate Professor, University of Washington: Amplification, hearing conservation, and audiological management of musicians

Jennifer Gonzalez, AuD, PhD, Clinical Assistant Professor, University of Connecticut: Central auditory processing, vestibular assessment, tinnitus, evoked potentials

Mollie Harding, AuD, Clinical Assistant Professor, Arizona State University: Pediatric audiology, audiological rehabilitation

Aparna Rao, PhD., Clinical Associate Professor, Purdue University. Advanced audiometry; electrophysiology

Kristin Samuelson, AuD, Clinical Assistant Professor, AT Still University. Amplification, hearing assistive technology

Erica Williams, M.S., PhD, Clinical Associate Professor, Arizona State University. Auditory/vestibular pathologies; physiologic measures of auditory function, vestibular assessment

AuD Academic Faculty

Andrea Pittman, Ph.D., Associate Professor, University of Wisconsin-Madison. Pediatric audiology; amplification; speech perception.

Xin Luo, Ph.D., Assistant Professor, University of Science and Technology of China. Cochlear implants; speech perception; music perception; pitch perception; signal processing; psychoacoustics.

Yi Zhou, Ph.D., Assistant Professor, Boston University. Auditory neuroscience, study of the central auditory nervous system focusing on the auditory cortex.

Key Administrative Speech and Hearing Science Staff

Graduate Support Coordinator– CHSGrad@asu.edu or 602-496-3300

Naomi Abraha, Clinic Customer Service Specialist

Cecilia Contreras, Business Operations Specialist

Bernadette Elliot, CHS Administrative Associate

Dawn Kiesling, Billing Coordinator

Wendy Peden, Clinic Customer Service Specialist

Tracey Schnick, Manager of Clinic Business Services

Advising and Advisors

Admitted AuD students are assigned a faculty program advisor at the beginning of each year. Advisors may be clinical or research faculty. Advisors typically change yearly, so AuD students can expect to work with up to 4 advisors during the program (1 per year). The primary role of the program advisor is to counsel the student in matters pertaining to the program of study and to monitor the student's progress in the attainment of specific knowledge and skills and the completion of all academic and clinical requirements. Students should meet with their program advisor no less than at least once per semester.

Program General Admission Information

Admission requirements & Application Processes

Only full-time students are accepted to the AuD program at ASU. The ASU AuD program is a residential, full-time commitment and all students must begin the program in the fall semester due to the lockstep nature of the didactic and clinical coursework. The AuD program accepts a limited number of students each year, and criteria have been established to ensure the quality of incoming students. The specific requirements for admission including pre-requisite coursework, GPA and GRE requirements, and other application requirements and deadlines can be found at the [AuD program website](#).

Admissions Status

Applications are accepted through the ASU Graduate College admissions system. Students are admitted to the Graduate College at Arizona State University with regular or deficiency classification. Students admitted with regular status have met the admissions and undergraduate requirements to begin graduate training.

There are two categories of courses in which students may have deficiencies: speech and hearing related courses (Table 1), and basic science courses (Table 2). Students admitted with deficiency status due to undergraduate backgrounds outside of speech and hearing science/communication disorders are expected to complete specific requirements in Table 1 *prior* to beginning the graduate curriculum. On rare occasion, a student may be given permission to take deficiency courses during their graduate program. Although these courses are undergraduate in nature, students should register at a graduate level, if offered, and should expect additional requirements for successful completion of the courses.

It may also be the case that students from undergraduate backgrounds outside of speech and hearing/communication disorders, or occasionally within, will be found to have insufficient basic science preparation by the admissions committee or the graduate support coordinator (Table 2). In these cases, a select number of courses would be required before or during the AuD program.

In both situations, the terms of any deficiency status will be outlined in the admissions letter. The student is expected to maintain a minimum 3.0 grade point average throughout the AuD program, including deficiency courses, with a minimum grade of B-. These courses (or equivalents) are offered at most undergraduate institutions offering a degree in speech and hearing science (or communicative disorders). They also are offered at ASU.

Table 1. Prerequisite Coursework for the AuD Degree

| Course # | Course Title | Credits |
|--------------------------|--|---------|
| SHS 310 | Anatomical/Physiological Bases of Speech | 3 |
| SHS 311 | Physical/Physiological Bases of Hearing | 3 |
| SHS 367 | Language Science | 3 |
| SHS 375 | Speech Science | 3 |
| SHS 401/501 ¹ | Introduction to Audiology | 3 |
| SHS 465/565 ¹ | Speech and Language Acquisition | 3 |

¹Graduate students requiring leveling courses should enroll in the 500-level section if available.

Table 2: CAA Scientific and Research Foundations of the Profession- Recommended Courses

| Required Area | Course Title |
|--------------------------|---|
| Life Sciences | BIO 201 Human Anatomy and Physiology |
| Physical Sciences | PHY 101 Introduction to Physics |
| Behavioral Sciences | PSY 101 Intro to Psychology |
| Mathematics (Statistics) | STP 226 Elements of Statistics OR PSY 230 Intro to Statistics |

Provisional Acceptance Guidelines

On occasion, an applicant to the AuD program may be admitted with provisional status indicating that a specific requirement for admission was not met outside of the coursework deficiency requirements discussed above. Any unmet requirement is determined by the AuD admissions committee and specified in the admissions letter to the student. The applicant must fulfill the outstanding requirements *prior* to beginning the AuD program. Failure to do so by the deadline provided will result in automatic denial of the student's application.

Transfer of Academic Courses Graduate students transferring to the AuD program at ASU may transfer a maximum of twelve (12) hours of appropriate, graduate-level coursework undertaken at another university and not previously counted towards any other degree. Program regulations for transfer of academic courses stipulate that a transfer of credits from another institution for graduate credit may be allowed under the following conditions:

1. The student must have taken the courses at a CAA accredited AuD program.
2. The courses that will be transferred must be graduate level courses.
3. The student must have obtained a grade of B- or better (or equivalent) in the courses transferred.
4. The program director, student's program advisor or the AuD Admissions Committee must approve the transferred courses as part of the student's Program of Study.

Transfer of Clinical Clock Hours Students must complete a minimum of 850 clock hours of supervised clinical experience in order to receive a Doctor of Audiology Degree at Arizona State University. Graduate students transferring to the AuD program at ASU may transfer up to a maximum of 150 of the 850 clock hours. In order to transfer practicum clock hours from another college or university:

1. Students must submit a record of the clock hours approved by the supervisor(s) to the Director of the Audiology Clinic.
2. The supervisor must have provided supervision sufficient to ensure the welfare of the patient and the student in accordance with the ASHA Code of Ethics and have met current ASHA 2020 standards for supervision.
3. Students must have received a grade of B- or better if letter grades were assigned or a pass if the clinical experience was graded pass/fail.

Time Limits & Transfer Credits

The Graduate College stipulates that all degree requirements must be met within a consecutive ten-year period. Thus, transfer credits are subject to time limits. Transfer courses taken more than two years prior to admission to the AuD program are not eligible for transfer. In most cases students are required to observe a six-year time limit for completing the AuD program, although exceptions to this policy are occasionally made, they are rare.

Tuition Costs and Financial Aid

Tuition

Tuition is set by the Arizona Board of Regents every year. Itemized tuition and fees can be found [here](#). If you have questions or comments about tuition and fees, please contact the [Student Business Services Office](#).

Financial Assistance

The number of graduate students receiving financial support varies from semester to semester depending on state and federal appropriations. Financial support, which is offered on a competitive basis, typically consists of hourly positions in laboratory or program settings (graduate-level teaching, research, and clinical work). All students are considered for financial assistance throughout the program. There are also a number of options for financial assistance for graduate study through the Office of Graduate Education, including scholarships, fellowships, assistantships, student loans, and work-study. Common sources of financial assistance are:

1. Graduate College Fellowship: This fellowship is for new and continuing graduate students. The number of nominees per year depends on funding, with awards of *up to* \$10,000. See [Graduate College Fellowship and Awards page](#) for additional information or email gradinfo@asu.edu.
2. Graduate Student Assistant/Course Assistant Positions: GSA positions are available to a limited number of first, second and third year AuD students. Students typically work 10 hours per week per semester in support of undergraduate or graduate courses. These are not guaranteed positions from year to year, but typically we can offer at least one position. For more information regarding the GSA position, please contact the AuD Program Director.
3. Hearing Aid Tech: The Audiology Clinic is generally able to offer one part-time hearing aid tech position per year to a 3rd year student. An application process will take place the spring of the year prior.
4. Research Assistant Positions: On occasion, faculty may have funds that can be used to hire AuD students to be research assistants/workers. These are typically be second or third year students, or first year students with previous research experience. Please contact individual faculty involved in research for more information.
5. Outside Scholarships: These are application-based scholarships available to AuD students across the US. See Canvas Resource Page for specific details.
6. Traditional financial aid: If you have questions or comments about financial aid and cost of attendance, please visit [ASU Financial Assistance](#).

Graduate students seeking financial aid counseling may contact the main Financial Aid and Scholarship Services office on the Tempe campus, Student Services Building, 2nd Floor, call 855-278-5080, submit a case via the MyASU Service tab, or visit the financial aid website at: <https://students.asu.edu/contact/financialaid> .

AuD Program Curriculum and Graduation Requirements

See [Appendix A](#) for Program of Study

Total Mandatory Credit Requirements: 88 Credits

Academic Coursework Requirements: 67 credits

- 500: Research Methods (3)
- 502L: Basic Audiometry (4)
- 504L: Amplification I (4)
- 505: Sign Language for Audiologists and Speech Pathologists (2)
- 508: Pediatric Audiology (3)
- 510: Amplification II (3)
- 511: Auditory Perception by the Hearing Impaired (3)
- 513: Neurophysiology of the Auditory System (3)
- 516L: Auditory Evoked Potentials (4)
- 517L: Balance Assessment (4)
- 518: Auditory Rehabilitation (3)
- 520: Auditory Pathologies/Disorders and Otoneurologic Applications (4)
- 522: Tinnitus/Advance Audiometry (3)
- 523: Central Auditory Processing Disorders (4)

524: Counseling in Communication Disorders (2)
 525: Audiology Practice Management (3)
 552L: Physiological Measures of Auditory Function (4)
 555L: Cochlear Implants (4)
 SHS 589: Audiology Grand Rounds (1 credit year one; 1 credit year two; 2 credits year three) (4)
 Elective (3 credits of any combination of coursework or mentored research or teaching (see below) (3)

Clinical Training Requirements: 21 credits Table 3 lists the required clinical and optional rotations to be completed during the AuD program.

| Year | Semester | Course | Title | Credit Hours |
|------|----------|---------|---|--------------|
| 1 | Fall | SHS 526 | Launch to Clinic | 1 |
| | Spring | SHS 580 | Topic Audiology: ASU Clinic 1 | 2 |
| 2 | Summer | SHS 580 | Topic Audiology: ASU Clinic 2 | 3 |
| | Fall | SHS 580 | Topic Audiology: ASU Clinic 3 | 3 |
| | Spring | SHS 584 | Topic Audiology: Off-Campus Clinical Rotation 1 | 3 |
| 3 | Summer | SHS 584 | Topic Audiology: Off-Campus Clinical Rotation 2 | 3 |
| | Fall | SHS 584 | Topic Audiology: Off-Campus Clinical Rotation 3 | 3 |
| | Spring | SHS 584 | Topic Audiology: Off-Campus Clinical Rotation 4 | 3 |
| 4 | Summer | SHS 590 | Topic: Audiology Clerkship (optional) | 1 |
| | Fall | SHS 590 | Topic: Audiology Clerkship (optional) | 1 |
| | Spring | SHS 590 | Topic: Audiology Clerkship (optional) | 1 |

Table 3. AuD Clinical Training Experiences

- SHS 526: During the first semester of the AuD program, students register for the SHS 526: Launch to Clinic seminar designed to prepare students for procedural aspects of beginning their first on-campus clinical rotation.
- SHS 580: Beginning the spring semester of the first year, students spend a minimum of three semesters in university-based clinical rotations in the ASU Speech and Hearing clinic (SHS 580), under the supervision of ASU clinical faculty.
- SHS 584: During the spring semester of the second year, students begin the first of four off-campus clinical rotations (SHS 584). Note that some students may be required to enroll in an additional on-campus clinical rotation until their skills are at a sufficient level for an external clinical rotation. In lieu of an off-campus rotation, 3rd- year students may have the opportunity to participate in Super Clinic, which is an advanced on-campus clinic designed to allow opportunities for clinical independence and autonomy. Some off-campus sites require a student to have completed coursework in a topic area or be at a certain year in the program before entering the rotation.
- SHS 590: During the fourth year, the student may complete an optional full-time residency placement for one, two, or three semesters in an approved regional or national facility. The number of clock hours accrued will depend on the number of the number of semesters of

externship. Registration for the Audiology Clerkship (SHS 590) is for 1 credit each semester including summer.

- The AuD Clinical Placement Coordinator facilitates and supports the off-campus clinical rotations and externships.
- All rotations will be balanced such that students gain experience in the range of clinical competencies. Note that there are academic course prerequisites for certain rotations (e.g., hearing aids, balance assessment, and pediatrics).

Documentation of Clinical Hours and Competencies

The Audiology clinical training program uses a web-based student tracking system called [Typhon](#). Students are trained on the Typhon software during their SHS 526: Launch to Clinic course. The Typhon system provides a comprehensive record of clinical hours and the competency areas in which they have gained experience during the program. *This documentation is necessary for graduation.*

Clinical Time Demands

Enrollment in clinical rotation places significant time demands on students during the work week. Student clinicians should be prepared to devote approximately 5 to 15 hours per week to the preparation, implementation, and analysis of clinical experiences. Each credit hour represents 45 client contact hours per semester. In a typical 15-week semester, students registering for two credits of SHS 580 are in clinic one half to one day per week and are responsible for the service delivery and reports/chart notes for approximately two to four patients; students registering for three credits of SHS 580 are typically in clinic for one full day per week and are responsible for the service delivery and report/chart notes for approximately four to eight patients. Clinical time during summer session depends on whether it is a 5-or 8-week summer session, but will be approximately two to two and a half days per week with corresponding patient loads. Students also participate in at least one audiological rehabilitation group during the first year of the program. Students gaining experience at off-campus sites (SHS 584) and registered for 3 credit hours are expected to spend 2 full days per week at their clinical rotation site during a 15-week semester. During the summer, students are expected to spend approximately 2.5 to 3 days per week over the 8-week summer session.

Electives

As part of the program of study, there are 3 elective credits. These can be met in multiple ways.

1. Elective courses: Courses from inside or outside of Speech and Hearing or the College of Health Solutions can be used. They must be related to the practice of audiology in some capacity. Examples of topic areas include aging, business, education, health care policy, or telemedicine. The course needs to be approved by the graduate support coordinator or program director.
2. Optional Mentored Research Experience: Students in good standing in the AuD program may fulfill their required electives by engaging in research either during the summer semester of their second year or during their third year in the AuD program for one or two semesters. Several levels (Tiers) of research are available to accommodate a range of projects. Interested students must meet with a research mentor to discuss the research options and then complete the AuD Research Mentor Agreement ([Appendix B](#)) prior to beginning a project. This form makes clear the student's and mentor's responsibilities during the project and the criterion by which the student will be evaluated. The research experience will be developed

around the student's interests, student's background, and ongoing auditory research at the University. Links to the research labs of academic faculty can be found under their faculty profiles at <https://chs.asu.edu/faculty-research/speech-and-hearing-science>. There may also be research opportunities with clinical faculty that students can participate in. It is the student's responsibility to initiate the process of meeting with the research mentor prior to the third year and ensuring the Research Mentor Agreement is signed by the research mentor and AuD program director prior to SHS 592 registration being approved. Some faculty may require a directed reading prior to beginning the research to determine the student's area and level of interest.

- a. Tier 1: This option is appropriate for students wishing to contribute to an ongoing project or engage in an independent study on a particular topic of research. An appropriate outcome measure for this work would be a short paper (3-5 pages, evaluated by the mentor). The student should enroll in 1 credit of SHS 592 per semester and expect to spend 5-10 hours per week engaged in research (lab and/or literature review) and meet with his/her mentor once per week.
- b. Tier 2: This option is appropriate for students wishing to conduct a small scale project similar to a pilot study developed by the student or the mentor. An appropriate outcome measure of this work would be a paper (10-15 pages, evaluated by the mentor) or a poster presentation in the CHS Research Symposium at the end of the year or at a professional meeting. The student should enroll in 2-3 credits of SHS 592 per semester and expect to spend 10-15 hours per week engaged in research (lab and literature review) and meet with the mentor at least once per week.
- c. Tier 3: This option is appropriate for students considering an AuD-PhD degree or with a more dedicated interest in research. This project is typically a larger, original research study similar to that required by first-year PhD students. The outcome measure of this work is typically a presentation to the CHS Research Symposium at the end of the year in addition to a manuscript style paper. The student should enroll in 3 credits of SHS 592 for at least two semesters (fall, spring, and/or summer) and expect to spend 15+ hours per week engaged in research (lab, literature review, writing). He/she will work directly and regularly with the mentor or his/her representative.

Mentor Responsibilities: It is the responsibility of the mentor to make available the necessary resources and to evaluate student performance throughout the semester. Prior to starting the research, both the student and the mentor should be clear about the expected workload and outcome measures (use the Tiers as a guide).

Student Responsibilities: Students are required to arrange their research experience with a mentor of their choosing. The mentor may be a clinical or academic professor who is qualified and available to provide mentorship for one to two semesters and who has the resources to conduct a research project. Prior to starting the research, both the student and the mentor should be clear about the expected workload and outcome measures (use the Tiers as a guide).

Prior to starting the research project, the student, the faculty research advisor, and the AuD Program Director will sign the AuD Research Mentor Agreement (See Appendix B). This form may be obtained from the student's advisor, research mentor, or the AuD Handbook. The

original, signed agreement will be placed in the student's academic file. Failure to complete the work or meet agreed expectations can result in an incomplete or failing grade for the research project.

3. **Optional Mentored Teaching Experience:** Students in good standing in the AuD program may fulfill the required elective credits by engaging in a comprehensive mentored teaching experience in their third year. This option is for one semester only and is available to students who have a professional interest in becoming a clinical instructor in a university setting. Interested students must meet with the AuD Program Director to discuss the availability of courses and mentors. If a suitable match is found, the student should enroll in at least 2 credits of SHS 590 and expect to spend 10-15 hours per week engaged in preparation and teaching. Prior to the start of the semester, the student and mentor must complete the AuD Teaching Mentor Agreement Form, which is also signed by the program director, to be able to register for credits ([See Appendix C](#)). This form specifies the student's and mentor's responsibilities during the semester and the criterion by which the student will be evaluated.

Satisfactory Academic Progress- Graduate College GPA Guidelines

One category for determination of satisfactory academic performance is maintaining a minimum GPA as required by the graduate college. There are three GPAs that are tracked by the Graduate College:

- Cumulative: all courses that are part of a student's graduate record (this can include undergraduate coursework)
- iPOS: all courses that appear on a student's iPOS
- Graduate: all graduate level courses.

A student must maintain a 3.0 or higher grade point average each semester in all three GPA's. Failure to maintain a cumulative 3.0 GPA will result in a student being placed on academic probation and can lead to dismissal from the program. However, all three GPAs must be above 3.0 to be eligible for graduation. More information can be seen [here](#).

Satisfactory Academic Progress- AuD Program Guidelines

In addition to the Graduate College guidelines, a student must meet certain AuD program guidelines for satisfactory academic progress.

Guidelines for Overall Academic Progress:

1. A student is recommended for dismissal once they have earned their second unsatisfactory grade during their entire program [i.e., a grade lower than B- in an academic course or in a clinical practicum, or withdraw from a course while failing (grade of W/E)]. The second C grade is grounds for dismissal. Students receiving a C grade in an academic course (see below for clinic) have the option to re-take the course, but it is not mandatory. The conditions for dismissal apply if both C grades were in the same course after re-taking it. If a course was re-taken for the purposes of knowledge acquisition and a student receives a grade of B- or better, the second C grade earned is still grounds for dismissal even if one of the C grades was replaced. Elective

courses do not automatically count into the limit for C grades. If a C grade is earned in an elective course, this can be brought before the AuD standards committee for further discussion.

2. Receive a passing score for all formative/summative assessments (e.g. first and third year exams) within the assessment timeframe. If these are not passed, the student will be recommended for dismissal from the program.
3. A score >170 on the National Praxis exam needs to be obtained prior to graduation.

Additional Guidelines for Clinical Rotations:

Any student who fails or withdraws while failing a clinical rotation assignment (defined as a grade lower than a B-, or a Fail with Pass/Fail grading during externship) must repeat that semester of clinic and will receive no credit for the clinic clock hours accumulated during that semester. A student who does not complete a clinical rotation (receiving grade of "I") may receive a portion of the clinic clock hours accumulated during that semester. As it is not usually possible to repeat the clinical rotation with the same or similar clients and clinical preceptor, the requirements for removing the "I" will be at the discretion of the clinical faculty with the final approval of the AuD Program Committee. A student who withdraws ("W") from a clinical rotation usually receives credit for clinic hours if the student was otherwise performing at a passing level up to the date of the withdrawal unless there are extenuating circumstances. This decision is made by the AuD Program Committee. Following the third instance of unsatisfactory performance (failing or withdrawal while failing) for a clinical practicum, the student will be recommended for dismissal from the program. Any student found violating the HIPAA federal regulation will receive a failing grade for that semester's clinical rotation and, depending upon the gravity of the offense, may be dismissed from the program.

There are no provisions for a student to withdraw from a clinical rotation unless clinical performance is unsatisfactory or it is in the best interest of the client(s). In those cases, the student may be assigned to a different preceptor or required to repeat the clinical rotation. Additional factors for withdrawal will be determined by the Placement Coordinator and Director of the Audiology Clinic.

Formative/Summative Assessments As defined by ASHA, a formative assessment is, "an *ongoing* measurement during educational preparation for the purpose of improving student learning. Formative assessment yields critical information for monitoring an individual's acquisition of knowledge and skills. Such assessment must evaluate critical thinking, decision-making, and problem-solving skills. Measures should include oral and written components, as well as demonstrations of clinical proficiency." A series of formative assessments are embedded in the AuD coursework and clinic practicum. Specific knowledge and skills are covered in each course and behaviorally defined levels of achievement for each knowledge and skill are identified in the course syllabus.

As defined by ASHA, "A summative assessment is a comprehensive evaluation of learning outcomes at the *culmination* of educational preparation. Summative assessment yields critical information for determining an individuals' achievement of knowledge and skills." To this end, the ASU AuD program includes three summative assessments administered throughout the program.

1. First-Year Exam

All first-year students are required to sit for the first-year exam at the end of the spring semester. This is a two-hour, multiple choice exam covering the content of the 6 academic courses taken in the first year. The exam is administered electronically through a secure browser. Each student is required to provide a working personal computer that can accommodate university software for the exam. A passing score is required to proceed to the next year of AuD training. Students who fail to achieve a passing score may retake the exam within a period of time specified by the AuD Comprehensive Exam Committee. A second failure will result in automatic dismissal from the program.

2. Third Year Exam

During the third year, all students are required to complete a written and oral practical exam focusing on clinical case studies. This serves as a capstone for the graduate college. This exam takes place over a two-day time span at the end of the fall semester. The written portion occurs on the first day followed by an oral defense on the second day. A committee comprised of AuD program faculty will grade the written and oral portions of each student's work collectively. Students who fail to achieve a passing score may retake the exam within a period of time specified by the AuD Comprehensive Exam Committee. A second failure will result in automatic dismissal from the program.

3. Praxis Exam

All students pursuing an AuD degree at ASU must take and pass the National Examination for Speech-Language Pathology and Audiology (NESPA), which is one of the Praxis Series of exams administered by the Educational Testing Service (ETS). Information regarding the Praxis examination in audiology is available [at the ETS website](#). The exam can be taken at any time during the third year or after. The exam may also be taken as many times as necessary to achieve a passing score of 170 or higher on the 5342 Audiology exam or a passing score of 162 or higher on the 5343 Audiology exam. The link above also contains information on taking the 5342 vs 5243 versions of the test, though ASHA will only accept the 5342 version through August 21, 2021. Note, some externship placements require evidence of a passing score on the Praxis examination prior to beginning the externship. A passing score must be on file with the AuD program in order for processing of final graduation forms to proceed.

Approximately 8 weeks should be allowed between the time the examination is taken and when scores are received by the program. Students are, therefore, advised to plan the time at which they will take the exam accordingly. When registering for the test, students must request that scores be sent to the Program of Speech and Hearing Science at Arizona State University (Arizona State University SLP/AUD 0001). Students who do not have official Praxis scores on file in the program office are viewed as deficient with regard to completion of graduate requirements and will not be allowed to graduate until such scores are submitted. After students' scores have been sent to ASU, they can inquire with the graduate support coordinator at chsgrad@asu.edu to confirm their scores have been received.

Graduate College/College of Health Solutions Policies

Incomplete Grades

The College of Health Solutions will consider an incomplete grade request when the following factors are present:

- The student has been completing acceptable work (grade of C or better) and has completed 80% of the course.
- The student is unable to complete the course due to illness or other conditions beyond the student's control.
- The student can complete the unfinished work with the same instructor.

Students have up to one calendar year to finish incomplete work. If a student does not complete the missing coursework by the date that is agreed upon on the incomplete request form, the instructor may change the grade to what was earned based on the work completed in the class. If the coursework is not completed after a calendar year, the incomplete becomes permanent. Repeating a class in which a permanent incomplete is awarded will not replace the "I" on the student's transcript. Students must complete the [incomplete request form](#) and submit it to their instructor for review and processing.

Graduation Requirements

The AuD degree will be awarded upon successful completion of course work, the two formative assessments, clinical practicum, and the National Praxis examination. At the completion of the program, the Director of the Audiology Clinic, AuD Program Director, and the Graduate Support Coordinator will verify satisfactory completion of degree requirements and the achievement of the required competencies. If any of these requirements are not completed or expected to be completed by the deadline for graduation, students will not be approved for graduation.

- Successful completion of 67 semester credit hours of required academic coursework, meeting GPA requirements as specified above, including in the optional 4th year externship (see Academic Standards for specific grade requirements)
- Successful completion of at least 21 semester credit hours of supervised clinical experience.
- Successful completion of the First-year Exam with a passing score
- Successful completion of the Third-year exam with a passing score.
- Successful completion of the national Praxis examination with a passing score >170 or >162 dependent on version, submitted to the program directly from ETS.
- Successful completion of 850 hours of supervised clinical experience documented in Typhon.
- No more than one grade below a B- was earned in each individual academic course, elective, or clinical practicum required for the degree.

Upon graduation, given students have met the ASHA clinical training hours requirements, students may then apply for ASHA certification if they choose. Specific requirements for certification in Audiology may be found in the ASHA Membership Directory, and the ASHA Certification handbook, which may be obtained from the American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852 [(301) 897-5700]. The requirements also are posted on [ASHA's Certification website](#). AuD students should familiarize themselves with the ASHA certification requirements and the ASHA Code of Ethics for clinical practice. These and other important documents are available on the [ASHA Audiology website](#).

Professional Licensure Disclosure

The College of Health Solutions prepares graduates for excellence upon entering the workplace. Since certification and licensure requirements vary by profession and from state-to-state, we recommend that

you visit the [ASU licensure website](#) to determine if your program meets the requirements of individual state licensures or national certifications, as applicable. If you have specific questions, please contact your program director or degree coordinator.

For audiology, there are two considerations when deciding whether or not to complete an externship: ASHA certification and state licensure. Pursuing ASHA certification is a personal decision depending on employer, employment sector, and geographic region. [ASHA 2020 Certification Standards for Audiology](#) state that a student can continue to get their supervised hours towards the 1820 required for CCC-A certification after graduation. Students need to be aware of individual state licensure requirements when considering whether or not to complete an externship. You can go directly to the individual state licensing boards, to the ASU-developed site linked above that is updated periodically, or an [ASHA-maintained site](#) to access this information. Some states will grant licensure with an AuD degree from an accredited program, but others require either 1820 clock hours or a full-year externship. The decision to complete an externship or not is a very individualized decision based on career objectives and desired state of licensure among other factors. The AuD program will provide guidance, but it is ultimately the student responsibility to ensure they are meeting the requirements in their desired state(s) when deciding whether or not to complete an externship.

If you have specific questions, please contact your program director.

Forms for AuD Program

All forms pertaining to the ASU Doctor of Audiology Program can be found on the AuD Program Canvas site, which students are given access to upon matriculation.

ASU AuD Program Dismissal and Appeal Criteria

Following the first, single instance of unsatisfactory performance (unsatisfactory grade, more than one Incomplete in a given semester, lapses in academic, professional, or ethical judgement not resulting in immediate dismissal), the student:

- Will complete an action plan form issued by the program with his/her program advisor.
- Must meet with his/her program advisor each semester thereafter to review progress.
- Must notify the advisor, in writing, of any changes he/she wishes to make to the Program of Study (including withdrawal of enrollment from a course).

To summarize from the sections above, students will be recommended for dismissal from the program for the following reasons:

- Following more than two instances of unsatisfactory academic performance, regardless of the semester in which the poor performance occurred.
- Failure to pass the first- or third- year exam.
- A single violation of academic integrity.
- For seriously compromising the relations of the AuD Program with the public.
- For breaches of ethical judgment, professional responsibility, or HIPAA regulations.
- For serious instances of personality or character traits inappropriate for the professional

- roles for which the student is attempting to prepare.
- Periods of absence during a semester without the endorsements of the student's graduate advisor or committee.

Student Grievance Procedures

General Appeals

The grade appeal process is determined based on if the grievance is grade or non-grade related.

- Grade related appeals should first begin by having a discussion with the instructor in question. If the issue remains unresolved the student may submit an appeal to the Program Director. If the issue remains unresolved the student may then appeal to the College of Health Solutions Executive Director of Student Success.
- Non grade related appeals should begin with a discussion between the student and instructor. If the matter remains unresolved the student may then petition their case to the College of Health Solutions Executive Director of Student Success.
- For additional information, including the appeal procedures and forms, please [click here](#) and email CHSGrad@asu.edu or call 602-496-3300 if you have additional questions.

Appealing Dismissal from the Doctor of Audiology Program

1. Students may appeal a decision for dismissal from the program by submitting a letter to the Program Director.
 - a. The appeal letter must be received within 10 business days of the date of the letter of dismissal. The letter should state the reasons justifying a reversal of the original decision and provide substantive evidence in support of the request.
 - b. Letters received after the 10 business-day interval will not be reviewed and the dismissal will be final.
 - c. The AuD Standards Committee will review all letters of appeal that are received within the 10 business-day time frame. The committee will submit their decision to the Program Director within 10 business days of receipt of the student's letter.
2. The Program Director will notify the Student Success Hub of the decision. The Student Success Hub will inform the student of the decision. If the appeal is granted, the student will continue to be subject to the conditions described herein, including:
 - a. Retake and pass all summative exams as necessary.
 - b. Retake one or more courses if necessary.
 - c. Earn no further unsatisfactory grades or incompletes for the remainder of the program of study. This includes both academic coursework and clinical practicum.
 - d. Any further instance of unsatisfactory performance (e.g., grade lower than B- or incomplete) will result in immediate dismissal.
3. If the appeal is denied, the student may appeal to the CHS Academic Standards and Grievances Committee within 10 business days of receiving the denial of the appeal.

The CHS Academic Standards and Grievances Committee will review the dismissal and appeal materials and make a recommendation to the Dean of the College of Health Solutions. The Dean will have 20 calendar days to make a final decision. If the appeal is granted, the student will continue to be subject to the conditions described herein, including:

- a. Retake and pass all summative exams as necessary.
 - b. Retake one or more courses if necessary.
 - c. Earn no further unsatisfactory grades or incompletes for the remainder of the program of study. This includes both academic coursework and clinical practicum.
 - d. Any further instance of unsatisfactory performance (e.g., grade lower than B- or incomplete) will result in immediate dismissal.
4. If at any stage, a timely appeal is not submitted by the student, the Program Director will recommend dismissal to the Graduate College via the Student Success Hub. The Graduate College will then inform the student of the dismissal by letter.

Note: During the appeal process the student may proceed with their program of study at the discretion of the program.

Program Grievances

Complaints about the AuD Graduate Program at ASU also may be submitted in writing to the program accrediting body:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310 Rockville, MD 20850

The information regarding how complaints are reported and handled by CAA can be found [here](#).

Student Code of Conduct and Academic Integrity

ASU Student Code of Conduct Summary

The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change, and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at Arizona State University.

The Student Code of Conduct sets forth the standards of conduct expected of students who choose to join the university community. Students who violate these standards will be subject to disciplinary sanctions in order to promote their own personal development, to protect the university community,

and to maintain order and stability on campus.

All Students are expected to adhere to the [ABOR Student Code of Conduct](#).

[ABOR Student Code of Conduct Student Disciplinary Procedures](#) (for cases opened between July 1, 2015 - June 30, 2016) [Student Disciplinary/Grievance Procedures](#) (for cases opened after July 1, 2016) [Role of an Advisor in the Investigative Process](#)

Title IX

ASU prohibits all forms of discrimination, harassment and retaliation. To view ASU's policy please see <https://www.asu.edu/aad/manuals/acd/acd401.html>.

Title IX protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. As required by Title IX, ASU does not discriminate on the basis of sex in the education programs or activities that we operate, including in admission and employment. Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Assistant Secretary, or both. Contact titleixcoordinator@asu.edu or 480-965-0696 for more information. Office located at 1120 S. Cady Mall, INTDSB 284. For information on making a report please go to www.asu.edu/reportit/.

Academic Integrity

The highest standards of academic integrity and compliance with the university's Student Code of Conduct are expected of all graduate students in academic coursework and research activities. The failure of any graduate student to uphold these standards may result in serious consequences including suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of individual colleges as well as the university.

Violations of academic integrity include, but are not limited to: cheating, fabrication of data, tampering, plagiarism, or aiding and/or facilitating such activities. At the graduate level, it is expected that students are familiar with these issues and that each student assumes personal responsibility in their work. Visit the [University's Academic Integrity Policy](#) page for specific guidelines.

Each student should also communicate directly with his/her academic unit to be clear on its expectations for degree completion. Information is provided to students via [MyASU](#). Students should frequently check their MyASU account for the most up-to-date information regarding their status, holds, items to attend to and other important information.

It is very important that students check with their research advisor is applicable well in advance of data collection to ensure compliance with university regulations regarding the collection of research data. Please see the section of this guide titled "Research Involving Human and Animal Subjects." [ASU Graduate Policies and Procedures PDF](#) (revised November 13, 2017).

This Handbook is not meant to be an exhaustive collection of all policies at Arizona State University. Students also should review the ASU [Graduate Policies and Procedures](#), which is the

final authority regarding University policies on graduate programs. Some of the information provided in the Handbook also is available on the Program's [website](#). If additional questions and concerns arise that are not formally addressed in these sources, each student should consult with their program advisor.

Professional Standards of Conduct All students admitted to the ASU AuD program and enrolled in clinical practicum are expected to abide by the [ASHA Code of Ethics](#) and the [American Academy of Audiology \(AAA\) Code of Ethics](#). Violations of either code may result in permanent dismissal from practicum placement opportunities and may subject the student to dismissal from the academic degree program.

Additionally, strict adherence to [HIPAA guidelines](#) is essential to protect the confidentiality of our patients in on-campus or off-campus clinical rotations. Any student found violating the HIPAA federal regulations will receive a failing grade for that semester's clinical rotation, and, depending upon the magnitude of the offense, may be dismissed from the program. It is important to understand that the welfare of the patient is just as important as the training needs of the student.

Participation in clinic should be seen as a privilege, rather than a right. Students participating in clinical rotations are expected to maintain professional dress and demeanor whenever they are in the clinic rooms or hallways during clinic hours. Unprofessional conduct, or any conduct which compromises the quality of care to clinic patients, may result in dismissal from clinical rotation placements and from the academic degree program.

University and AuD Program Procedures and Policies

Please visit the ASU Graduate College [website](#) for updated and most current Graduate policies.

Plan of Study (iPOS) The Plan of Study (iPOS) functions as an agreement between the student, the academic unit, and the Graduate College. It is completed electronically by the student. Visit the [iPOS](#) page for additional information.

1. Students must submit their iPOS by the time they have enrolled for 50 percent of the minimum credit hours required for their degree program, or in the second year of AuD program.
2. The iPOS contains degree requirements such as coursework, committee and aculminating experience which must be included before it can be approved.
3. You should be in consultation with your academic program advisor to determine what coursework is applicable to your program and is required on the iPOS.

Students admitted fall 2020 and fall 2021 are on AuD POS 4.0. Students admitted fall 2019 are on AuD POS 3.1. Students admitted fall 2017 and fall 2018 are on AuD POS 3.0. Students admitted fall of 2015 and fall 2016 are on AuD POS 2.0 or a transitional POS

Continuous Enrollment Once admitted to a graduate degree program or graduate certificate program, students must be registered for a minimum of one credit hour during all phases of their graduate education, including the term in which they graduate. This includes periods when students are engaged in research, conducting a doctoral prospectus, working on or defending theses or dissertations, taking comprehensive examinations, taking Graduate Foreign Language Examinations, or in any other way utilizing university resources, facilities or faculty time.

Registration for every fall semester and spring semester is required. Summer registration is required for students taking examinations, completing culminating experiences, conducting a doctoral prospectus, defending theses or dissertations, or graduating from the degree program.

To maintain continuous enrollment the credit hour(s) must:

- Appear on the student's *Plan of Study*, OR
- Be research (592, 792), thesis (599), dissertation (799), or continuing registration (595, 695, 795), OR
- Be a graduate-level course.

Grades of "W" and/or "X" are not considered valid registration for continuous enrollment purposes. "W" grades are received when students officially withdraw from a course after the drop/add period. "X" grades are received for audit courses. Additionally, students completing work for a course in which they received a grade of "I" must maintain continuous enrollment as defined previously. Graduate students have one year to complete work for an incomplete grade; if the work is not complete and the grade changed within one year, the "I" grade becomes permanent. Additional information regarding incomplete grades can be found at asu.edu/aad/manuals/ssm/ssm203-09.html.

Request to Maintain Continuous Enrollment Graduate students planning to discontinue registration for a semester or more must submit a Leave of Absence request via their Interactive Plan of Study (iPOS). This request must be submitted and approved before the anticipated semester of non-registration. Students may request a maximum of two semesters of leave during their entire program. Having an approved Leave of Absence by the Graduate College will enable students to reenter their program without re-applying to the university.

Students who do not register for a fall or spring semester without an approved Leave of Absence are considered withdrawn from the university under the assumption that they have decided to discontinue their program. Students removed for this reason may reapply for admission to resume their degree program; the application will be considered along with all other new applications to the degree program. Students with a Graduate College approved Leave of Absence are not required to pay tuition and/or fees, but in turn are not permitted to place any demands on university faculty or use any university resources. These resources include university libraries, laboratories, recreation facilities or faculty and staff time.

Program and University Resources

AuD Program Forms and Important Academic and Clinic Information

Located on AuD Program Canvas site.

Student Associations

Student Academy of Audiology, Advisors Erica Williams and Mollie Harding National Student Speech-Language-Hearing Association, Advisor Myra Schatzki
[Graduate and Professional Student Association](#)

Student Support Services

[Writing Centers](#) : Using this tutoring service is highly recommended early in your graduate career.

[Counseling Services](#)

[College of Health Solutions Graduate Student Site](#)

[Student Health Services](#)

[ASU Wellness & Sundevil Fitness Center](#)

[Campus Safety](#)

[Student Accessibility and Inclusive](#)

[Learning Services \(SAILS\)](#)

[Pat Tillman Veteran's Center](#)

[International Students and Scholars Center](#)

[Campus Amenities](#)

[Graduate Wellness Resources](#)

[10 Best Practices in Graduate Student Wellbeing](#)

Business and Financial Services

[Parking & Transit](#)

[Sun Card](#) You must purchase an ID. Not only is this the University ID, but also required to access Clinic Rooms.

[Student Business Services](#)

University Level Contact information

[Office of University Provost](#)

[Graduate College](#)

[University Technology Office](#)

In-State Residency Requirements Visit the [ASU Residency](#) website for additional information on in-state residency categories and residency petition requirements. According to Arizona Statute 15-1802. In-state student status. "Except as otherwise provided..., no person having a domicile elsewhere than in this state is eligible for classification as an in-state student for tuition purposes."

Appendix A

| REQUIRED COURSEWORK AND CLINICAL TRAINING- AUD PROGRAM OF STUDY 4.0 | | | | | |
|---|---------|--|---------|---|---------|
| | | Fall (Year 1) | Credits | Spring (Year 1) | Credits |
| | | 502L Basic Audiometry | 4 | 510 Amplification II | 3 |
| | | 504L Amplification I | 4 | 552L Physio Measures of Auditory Function | 4 |
| | | 513 Neurophysiology of the Auditory System | 3 | 511 Aud Perception of the Hearing Impaired | 3 |
| | | 526 Launch to Clinic- Observation | 1 | 580 On-Campus Clinic 1 | 2 |
| | | | | 589 Grand Rounds | 1 |
| Total | | | 12 | | 13 |
| | | | | <i>First-Year Exam</i> | |
| Summer (Year 1) | Credits | Fall (Year 2) | | Spring (Year 2) | |
| 505 Survival Sign Language | 2 | 516L Auditory Evoked Potentials | 4 | 517 Balance Assessment | 4 |
| 580 On-Campus Clinic 2 | 3 | 520 Aud Pathologies & Otoneurologic Apps | 4 | 518 Aural Rehabilitation | 3 |
| | | 508 Pediatric Audiology | 3 | 500 Research Methods | 3 |
| | | 580 On-Campus Clinic 3 | 3 | 584 Clinic Internship (Off-Campus) 1 | 3 |
| | | | | 589 Grand Rounds | 1 |
| Total | 5 | <i>File your Plan of Study (iPOS)</i> | 14 | | 14 |
| Summer (Year 2) | | Fall (Year 3) | | Spring (Year 3) | |
| 524 Counseling in Com Dis | 2 | 525 Practice Management | 3 | 522 Tinnitus/Advanced Audiometry | 3 |
| 584 Clinic Internship (off-campus) 2 | 3 | 523 CAPD | 4 | 555 Cochlear Implants | 4 |
| | | SHS 589 Grand Rounds | 1 | SHS 589 Grand Rounds | 1 |
| | | XXX Course or 592 research elective* | 1 | XXX Course or 592 research elective* | 2 |
| | | 584 Clinic Internship (Off-Campus) 3 | 3 | 584 Clinic Internship (Off-Campus) 4 | 3 |
| Total | 5 | | 12 | | |
| | | <i>Third-Year Exam</i> | | <i>(ASHA) Praxis Examination >170 score on 5342 exam or >162 on 5343 exam</i> | 13 |
| *Elective may be taken during the summer, or credits switched between semesters | | | | TOTAL | 88 |
| FLEXIBLE CLINICAL TRAINING | | | | | |
| Summer (3) | | Fall (4) | | Spring (4) | |
| 590 Audiology Clerkship | 1 | 590 Audiology Clerkship | 1 | 590 Audiology Clerkship | 1 |
| Total | 1 | Total | 1 | Total | 1 |

TOTAL

88-90

Appendix A

General Guidelines (see checklist for specific information)

Research and/or teaching mentorship elective must be approved by faculty prior to registering

Clinical hours must be entered consistently and accurately in Typhon, our online clinical hour documentation system. Additionally, each semester you must complete a final review of the clinical course with your clinical instructor and have him/her sign off on your accumulated clinical hours.

AuD Research Mentor Agreement
College of Health Solutions- Speech and Hearing Science
Arizona State University

I, _____, accept _____ into my
(mentor) (student)
laboratory for a Tier (1, 2, or 3 – see attached) _____ mentored research experience.

In accepting this student into my lab, I agree to: 1) make available the necessary resources for a meaningful research experience, 2) expose him/her to various research methodologies, 3) help him/her develop research skills, and 4) meet with the student on a regular basis at a mutually agreed time. I have discussed with the student the following general and specific expectations:

General

- Be committed to a high standard of excellence and integrity in all work performed in the lab.
- Learn independently when possible and seek guidance when needed.
- Be respectful of the time and efforts of all members of the laboratory group
- Be familiar with and adhere to professional research and ethical guidelines.
- Be respectful of and maintain confidentiality of all research participants.
- Respect the confidentiality of unpublished data/research at all times.
- Attend and be prepared to participate in all lab meetings

Specific:

Description of the research project (area of research, tests to be used, subject population) _____

Expected participation each week (# of hours) _____

Start date: _____; End date: _____

Product of research activities for summative assessment (e.g., paper, presentation/location) _____

I hereby agree to the contents and intent of this Research Mentor Agreement:

Student

Date

Mentor

Date

AuD Program Director

Date

APPENDIX C: AUD OPTIONAL MENTORED TEACHING EXPERIENCE DESCRIPTION AND EXPECTATIONS

Description

Students in good standing in the AuD program may fulfill the required elective by engaging in a comprehensive mentored teaching experience. This option is for one semester only and is available to students who have experience as an instructor, lecturer, and/or teaching assistant. Students without prior teaching experience are not eligible. Interested students must meet with the mentor of their choice to discuss the possibility of a mentored teaching experience. The student should enroll in 3 credits of SHS 590 per semester and expect to spend approximately 10 hours per week engaged in the teaching work load. If both parties agree, the AuD Teaching Mentor Agreement Form (attached) must be completed prior to the start of the semester. This form specifies the student's and mentor's responsibilities during the semester and the criterion by which the student will be evaluated.

Potential teaching mentors are academic and clinical faculty who are scheduled to teach undergraduate courses in the Speech and Hearing Science Department. Currently, undergraduate courses offered during the spring semester include:

- SHS 311 Physical and Physiological Bases of Hearing (3): Study of the physical characteristics of sound and of the structure and function of the human auditory system.
- SHS 401 Introduction to Audiology (3): Introduction to hearing disorders and the purposes and procedures for basic clinical tests of auditory function.
- SHS 496 Aural Rehabilitation (3): Approaches to aural rehabilitation of children and adults. Introduction to educational audiology and assistive listening devices.

Scope of the Mentorship

The mentored teaching option is designed to equip interested AuD students with the skills necessary to teach courses within their area of interest (Audiology). Mentorship will include (but is not limited to):

- Syllabus design and construction
- Lecture design and construction
- Formal examination design and construction
- Homework design and construction
- Lab/practicum design and construction
- Policies and procedures for formal examinations/papers/practica
- Constructing and implementing grading rubrics
- How to detect and deal with issues of academic integrity
- Class management (small and large classes)
- Professional academic practices
- Public speaking (lectures)
- Canvas design and management

Mentor Responsibilities

It is the responsibility of the mentor to make available the necessary resources for a valuable teaching experience and to evaluate student performance throughout the semester. Prior to starting the mentorship, both the student and the mentor should be clear about the expected work load and outcome measures.

Important: the student mentee should **not** be considered a teaching assistant for the course nor should he/she be expected to assume the role of instructor of record. Mentees are expected to attend every class, discuss every lecture, grade exams and/or papers with the mentor, and discuss real or hypothetical events that may arise during the semester. This mentorship is designed to be a one-on-one experience throughout the duration

of the course. This option should be considered by the mentor as equivalent to an independent study (overload).

Mentee Responsibilities

It is the mentee's responsibility to work closely with the mentor to accomplish the goals for the course and the mentored experience. Interested students must meet with potential mentors to determine the student's candidacy.

Important: this mentorship is **not** equivalent to a teaching assistant position. And, it is not a paid position. Mentees are expected to attend every class, discuss every lecture, grade exams and/or papers with the mentor, and discuss real or hypothetical events that may arise during the semester. Prior to starting the teaching mentorship, both the student and the mentor should be clear about the expected work load and outcome measures.

Prior to starting the teaching mentorship, the student, the faculty, and the AuD Program Director will sign the Mentored Teaching Agreement. This form may be obtained from the student's advisor, teaching mentor, or the AuD Handbook. The original, signed agreement will be placed in the student's academic file. Failure to complete the work or meet agreed expectations can result in an incomplete or failing grade for the semester.

AuD Mentored Teaching Agreement
College of Health Solutions- Speech and Hearing Science
Arizona State University

I, _____, accept _____ into
my (mentor) _____ (student)
course (number, semester, year) _____ for a mentored teaching
experience.

In accepting this student, I agree to: 1) make available the necessary resources for a meaningful teaching experience, 2) expose him/her to sound teaching practices, 3) involve him/her in all aspects of the course, and 4) meet with the student on a regular basis at a mutually agreed time. I have discussed with the student the following general and specific expectations:

General

- Be committed to a high standard of excellence and integrity in all work related to the course.
- Learn independently when possible and seek guidance when needed.
- Be familiar with and adhere to professional and ethical guidelines (e.g., FERPA).
- Respect the confidentiality of student's personal information and performance data at all times.
- Attend all lectures/exams/demonstrations, etc., as required by/agree upon with the instructor.

Specific:

This course meets on:

Description of the course content (area of instruction, format of the course):

Expected participation each week (# of hours):

I hereby agree to the contents and intent of this Research Mentor Agreement:

Student Date

Mentor Date

AuD Program Director

Date