Department of Speech and Hearing Science

Arizona State University

STUDENT HANDBOOK

Fall 2017

Doctor of Audiology (AuD)
Program of Study 3.0

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APPENDICES

INTRODUCTION

Welcome to the Department of Speech and Hearing Science (SHS) at Arizona State University (ASU) and to the graduate program in audiology. The Doctor of Audiology (AuD) program at ASU is based on a research-to-practice philosophy and is designed to prepare audiologists for autonomous clinical practice. The clinical doctorate model at ASU stresses the integration of academic classroom learning and practical experience across a broad spectrum of clinical specialties and practice environments. We believe that our AuD curriculum provides a strong foundation in the scientific knowledge base and a wide range of clinical field experiences that should prepare AuD graduates with the tools necessary for evidence-based clinical practice. The successful AuD candidate 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 (ASHA). The ASU AuD curriculum also is designed to enable AuD students to meet the current requirements for ASHA certification in Audiology as well as licensure in Arizona and many other states.

The purpose of this handbook is to provide information that will assist students in navigating the graduate degree program. This Handbook, the Academic Standards document, and 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. 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 (https://graduate.asu.edu/policies-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 Department's AuD website (https://chs.asu.edu/audiology-aud). If additional questions and concerns arise that are not formally addressed in these sources, each student's program advisor should be consulted. Students are urged to maintain close contact with their advisor and to seek additional information as the need arises. 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 for the AuD program at ASU.

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 approximately 90,000 students 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 9th in the nation in the 2017 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.

DEPARTMENT OF SPEECH AND HEARING SCIENCE

Currently, the Department of Speech and Hearing Science has an enrollment of approximately 350 undergraduate majors, 147 graduate students, 32 full-time faculty, 31 adjunct faculty, and over 30 community professionals who participate in various aspects of our academic and/or clinical training programs. The Department offers a broad academic curriculum, comprehensive clinical experiences, and active research programs in a variety of areas.

ACADEMIC FACULTY AND AREAS OF EXPERTISE

Tamiko Azuma, Ph.D., Associate Professor, Arizona State University. Language, particularly semantic processing, and memory impairments underlying communication disorders in normal aging, stroke, Alzheimer's disease, and Parkinson disease.

B. Blair Braiden, Ph.D., Assistant Professor, Arizona State University. Behavioral neuroscience, bioimaging, aging and autism.

Visar Berisha, Ph.D., Assistant Professor, Arizona State University. Dysarthric speech signal processing, automatic intelligibility assessment, psychoacoustics, computational models of human auditory cognition, statistical signal processing, data mining, machine learning, bandwidth extension of speech.

Ayoub Daliri, Ph.D., Assistant Professor, University of Washington. Neural mechanisms underlying speech production and stuttering, neuroimaging, behavioral neuroscience.

Michael Dorman, Ph.D., Professor Emeritus, (Retired) University of Connecticut. Speech perception; cochlear implants; neural plasticity in children.

Shelley Gray, Ph.D., Professor, University of Arizona. Child language development and disorders; early literacy assessment and intervention; lexical acquisition and treatment in young children with specific language impairment.

David Ingram, Ph.D., Professor, Stanford University. Linguistics; childhood language acquisition; normal and disordered phonological development; bilingual language acquisition.

Julie Liss, Ph.D., Professor, University of Wisconsin-Madison. Motor speech disorders; perception of dysarthric speech; dysphagia; neurological basis of communication.

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

Beate Peter, Ph.D., Assistant Professor, University of Washington. Molecular genetics; genetic etiologies of speech sounds disorders; biomarkers of dyslexia; early intervention.

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

Adelaida Restrepo, Ph.D., Professor, University of Arizona. Language assessment and intervention in bilingual and Spanish-speaking children; literacy development and intervention in Latino children; specific language impairment in Spanish-speaking and bilingual children.

Corianne Rogalsky, Ph.D., Assistant Professor, University of California Irvine. Aphasia; speech processing, functional magnetic resonance imaging.

Nancy Scherer, Ph.D., Professor and Department Chair, University of Washington. Children with cleft palate and velocardiofacial syndrome.

William Yost, Ph.D., Research Professor, (Retired) Indiana University. Auditory perception involving pitch, temporal modulation, and localization of sound sources especially in reverberant space; environmental noise; and computational models of hearing.

Yi Zhou, Ph.D., Assistant Professor, Boston University. Auditory Neuroscience, study of the central auditory nervous system, especially auditory cortex.

CLINICAL FACULTY AND AREAS OF EXPERTISE

Stephanie Adamovich, PhD, Clinical Associate Professor, Gallaudet University, Basic audiometry, introduction to audiology.

Catherine Bacon, M.A., Clinical Associate Professor, University of Minnesota. Early intervention; assessment in naturalistic settings; early childhood speech-language development and intervention.

Jean Brown, Ph.D., Clinical Associate Professor, Arizona State University. Classroom-based preschool communication programming; family-centered early intervention services; multi-cultural concerns and issues.

Jacqueline Busen, AuD., Clinical Assistant Professor, Rush University. Cochlear Implants; Amplification I.

Dawn Cosgrove Greer, M.A., Clinical Associate Professor, University of Kansas. Early language and communication development; early intervention strategies; family training/education.

Maria Dixon, M.A., **Clinical Associate Professor,** University of Maryland. Bilingual Speech-Language Pathology; Social interaction in adolescents.

Kelly Ingram, M.S., Clinical Associate Professor, Director of Speech and language Clinic. Purdue University. Neurogenic communication disorders in children and adults; normal and disordered phonology; speech disorders.

Ingrid McBride, Au.D., Clinical Professor, Director of Audiology Clinic. University of Florida. Advanced technology hearing aids; assistive technology for the hard-of-hearing and deaf; audiological rehabilitation; diagnostic audiology; physiological measures.

Karen Pittenger, M.S., Clinical Associate Professor, University of Washington. Neurogenic communication disorders in children and adults; language and literacy disorders in adolescents and adults; feeding and swallowing

Aparna Rao, PhD., Clinical Associate Professor, Purdue University. Advanced audiometry; hearing conservation; instrumentation.

Denise Stats-Caldwell, M.A., Clinical Associate Professor, Western Washington University. Voice, swallowing, head and neck cancer, motor-speech and neurogenic communication disorders in adults.

Juliet Weinhold, Ph.D., Clinical Assistant Professor, University of Zurich. Linguistics; late-acquired speech sound disorders; orofacial myofunctional disorders; lexical acquisition; code-switching in bilingual children.

Kathryn Wexler, Au.D., Clinical Associate Professor, Salus University (formerly Pennsylvania School of Optometry). Pediatric audiology; advanced technology hearing aids; evoked potentials; aural rehabilitation.

Erica Williams, AuD/PhD, Clinical Associate Professor, Arizona State University. Auditory Pathologies and Otoneurologic Applications; Physiological measures of auditory function.

ADJUNCT FACULTY AND AREAS OF EXPERTISE

Leslie Baxter, PhD, Clinical Psychology, Finch University of Health Sciences/Chicago Medical School. Director, Human Brain Imaging Lab, Barrow Neurological Institute, Phoenix.

Stephanie A. Borrie, PhD Speech and Language Therapy, University of Canterbury, Christchurch, New Zealand. Assistant Professor, Utah State University.

John Caviness, M.D., Department of Neurology, Mayo Clinic, Scottsdale. Electrophysiology of movement disorders, interpretation of electroencephalography, myoclonus, chorea, and the neurodegeneration in parkinsonian syndromes.

Michael Cevette, Ph.D., Director of Audiology, Mayo Clinic, Scottsdale. Auditory brainstem response, neonatal hearing evaluation and intervention.

Kelly Cordero, PhD, Speech and Panguage Pathology, University of Minnesota. Rehabilitation Program Coordinator, Cleft and Craniofacial Center at Barrow Neurological Institute, Phoenix.

Patricia Crist, PhD, Educational Psychology, University of Northern Colorado. Professor, Northern Arizona University, Phoenix Biomedical Campus.

Laurie Davis, AuD., Audiologist, Mayo Clinic, Scottsdale.

Kathleen J. Ganley, PhD, Biokinesiology, University of Southern California. Associate Professor, Northern Arizona University, Phoenix Biomedical Campus.

Rene Gifford, Ph.D., Associate Professor at Vanderbilt Kenney Center and Director of the Cochlear Implant Program.

Sarah Holbert (Oakley), AuD., Department of Otolaryngolgoy, Mayo Clinic Arizona. Cochlear implants.

Donna Jackson-Maldonado, PhD Hispanic Linguistics, El Colegio de Mexico. Professor, Universidad Autónoma de Querétaro, Mexico.

Line Joergensen, MA Language Pathology, University of Copenhagen.

Deborah Leach, MA Speech Pathology, California State University Los Angeles. Barrow Cleft and Craniofacial Center.

Christyne Linn, BS, Management, Arizona State University. President and CEO, Feeding Matters, Inc.

Louise Loiselle, PhD, Speech and Hearing Science, Arizona State University. Senior Clinical Account Manager, MED-EL North America.

Robert H. Margolis, PhD, Audiology, University of Iowa. Professor Emeritus, University of Minnesota.

Michael Marzalek, MS., Electrical Engineering. Enhancements of existing cochlear implant designs through psychoacoustic experimentation, processing and stimulation strategies.

Stacey Matson, AuD., Audiology and Speech Pathology Service, Phoenix VA Healthcare System.

Carol Mesa Guecha, PhD, Speech and Hearing Science, Arizona State University. Postdoctoral Scholar, Oxford University, UK.

Daniel Openden, PhD., Special Education, Disabilities and Risk Studies. Southwest Autism Research & Resource Center, Phoenix, AZ. Early identification of autism and spectrum disorders, parent education, improvement of social skills of autistic children.

Ileana Ratiu, PhD, Speech and Hearing Science, Arizona State University. Assistant Professor, Midwestern University.

Anthony Spahr, PhD, Speech and Hearing Science, Arizona State University. Manager of Fitting Innovation, Advanced Bionics.

Wayne Staab, Ph.D., Hearing and Speech Sciences. Hearing amplification.

Lindsay M. Stevens, MA, Communication Sciences and Disorders, University of Texas at Austin. Speech Pathologist, Phoenix Children's Hospital.

Inge Trindade, PhD Respiratory Physiology, Universidade de Sao Paulo, Brazil.

Rene L. Utianski, PhD, Speech and Hearing Science, Arizona State University. Clinical Postdoctoral Fellow, Mayo Clinic, Scottsdale, AZ.

Jeanne Wilcox, PhD Communication Sciences and Disorders, University of Memphis. Professor, Mary Lou Fulton Teachers College, Arizona State University. Early childhood development and interventions.

Jessica Williams, MS, Communication Disorders, Arizona State University. Speech Language Pathologies, Barrow Cleft and Craniofacial Center, Phoenix.

Richard Wilson, PhD Audiology, Northwestern University. Senior Research Career Scientist (Retired), Phoenix VA Healthcare System.

Darin Woolpert, PhD, Language and Communicative Disorders, University of California, San Diego. Program Director, Doctorate in Speech-Language Pathology, Loma Linda University.

Renata Yamashita, PhD, Rehabilitative Science, Universidade de Sao Paulo, Brazil. Speech-Language Pathologist, Hospital for Rehabilitation of Craniofacial Anomalsies.

Leopold Yin, M.D., Otolaryngology, The Ohio State University. Valley ENT, Mesa. Fellowship trained in Laryngology and Care of the Professional Voice, Vanderbilt University. Voice disorders, pediatric ENT, and sinus disease.

AMERICAN SIGN LANGUAGE FACULTY (These faculty members are not eligible to serve on graduate committees.)

Pamela Howard, M.A., Lecturer, Linguistics-ESL, California State University, Fresno. American Sign Language; Deaf culture.

Robin O'Brien, B.A., Lecturer, Recreation & Leisure Studies, Gallaudet University. American Sign Language; Deaf culture.

Paul Quinn, B.A., Lecturer/ASL Program Coordinator, Deaf Studies, California State University, Northridge. American Sign Language; Deaf culture.

Julie Stylinski, M.A., Lecturer, Education, University of Phoenix. American Sign Language; Deaf culture.

ADMINISTRATIVE STAFF

Naomi Abraha, Clinic Customer Service Specialist
Jenna Roelle, Administrative Assistant and AuD Administrative Coordinator
Lucy Wolski, Business Operations Specialist
Kimberly Doney, Academic Success Coordinator (MS and undergraduate)
Tracey Schnick, Manager of Business Services

GRADUATE STUDIES POLICIES AND GENERAL INFORMATION

Please visit the ASU Graduate College web site at https://graduate.asu.edu/policies-procedures for updated and most current Graduate policies.

ADMISSIONS STATUS

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. Students admitted with deficiency status are expected to complete specific requirements *prior* to beginning the graduate curriculum. Some students may lack one or two specific courses which may be taken *during* their graduate program. The terms of deficiency status are determined by the admissions committee and outlined on the letter of admission. See the section on Deficiency or Provisional Admissions Status for details.

Only full-time students are accepted to the AuD program at ASU. The program is residential and all students must begin the program in the Fall semester. Full-time commitment is necessary to accommodate the close tie between the academic coursework and the clinical practicum assignments. Full-time enrollment assures timely completion of the program.

AUTOMATIC WITHDRAWAL

A graduate student who does not enroll in courses for any semester within a calendar year (Fall/Spring/Summer) will be automatically withdrawn from the program. According to current policy, doctoral students who find it necessary to suspend their graduate studies may request a Leave of Absence not to exceed two consecutive semesters, including summer. The form required to petition the Graduate College for a leave of absence is available on the Graduate College web site at: https://graduate.asu.edu/forms.

TRANSFER CREDIT POLICIES

Transfer of Academic Courses
Undergraduate or non-degree students may not take courses for graduate credit at ASU.

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. Departmental 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 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 signed by the supervisor to the Director of the Audiology Clinic.
2. The supervisor(s) must have held the Certificate of Clinical Competence in Audiology from the American Speech Language Hearing Association.
3. 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.
4. 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

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. Although exceptions are occasionally made, they are rare, and in most cases students are required to observe a six-year time limit.

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 departmental 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. More information can be found at: graduate.asu.edu/pay-for-college. Graduate students seeking financial aid counseling may contact the main Student Financial Aid 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: students.asu.edu/financial aid.

DEFICIENCY OR PROVISIONAL ADMISSIONS STATUS

Students admitted to the AuD program who have an undergraduate degree in another discipline will be required to complete all courses listed in Table 1 *prior* to beginning the graduate coursework. In some cases, the admissions committee or the advisor may determine that a student with an undergraduate degree in speech and hearing science has insufficient basic science preparation for graduate level professional coursework. For these students, a select number of courses will be required *during* their AuD program. Students are notified of any deficiency requirements in their admission letter. 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. 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-.

Table 1. Leveling 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 501/401	Introduction to Audiology [1]	3
SHS 565/465	Speech & Language Acquisition [1]	3

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

CAA Scientific and Research Foundations of the Profession: In addition, students admitted to the AuD program should also have met the scientific and research foundations of the profession required for ASHA certification (listed in Table 2). If these requirements were not met during undergraduate coursework, the student must complete these requirements during their AuD program, which may prolong their program of study.

Table 2. ASHA Scientific and Research Foundations of the Profession

CAA Scientific and Research Foundations	Recommended Courses	
Life Sciences	BIO 201	Human Anatomy & Physiology
Physical Sciences	PHY 101	Introduction to Physics
Behavioral Sciences	PGS 101	Introduction to Psychology
Mathematics	MAT 170	Pre-calculus ***or***
	PSY 230	Intro to Statistics

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

ADVISING

Admitted AuD students are assigned a program advisor at the beginning of each year. AuD faculty work with groups of students based on their matriculation through the program. 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 at least once per year.

PROGRAM OF STUDY FOR THE DOCTOR OF AUDIOLOGY (AuD) DEGREE

The Doctoral Program in Clinical Audiology is a full-time program for post-baccalaureate students extending over a period of 33 months, including three fall and three spring semesters, and two summer sessions. The goal of the curriculum is to assure the acquisition of knowledge and skills at the completion of each phase of the educational program. The first three years consist of coursework covering normal and disordered hearing as well as clinical

practicum experiences. Satisfactory completion of program requirements will be determined by outcome-based formative and summative assessments completed at the end of the first and second year of the program.

An optional, reduced-credit, 4th-year externship is available to all students. Those wishing to earn the 1820 hours of supervised clinical training for ASHA certification must complete an 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.

GRADUATE COURSE AND CLINIC REQUIREMENTS (CREDITS)

Academic Coursework:

500: Research Methods (3)
502L: Basic Audiometry (4)
504L: Amplification I (4)
505: Survival Sign Language (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)
519: Advanced Audiometry (3)
520: Auditory Pathologies/Disorders and Otoneurologic Applications (4)
522: Hearing Conservation/Instrumentation (3)
524: Counseling in Communication Disorders (2)
525: Audiology Practice Management (3)
526: Launch to Clinic (1)
552L: Physiological Measures of Auditory Function (4)
555L: Cochlear Implants (4)
589: Audiology Grand Rounds (1 credit year one; 1 credit year two) (2)
Electives (4 credits of any combination of coursework or mentored research or teaching (see below)) (6)

Clinical Rotations:

580: Clinical Practicum 1 (2)
580: Clinical Practicum 2 (3)
580: Clinical Practicum 3 (3)
584: Clinical Internship 2 (3)
584: Clinical Internship 2 (3)
584: Clinical Internship 3 (3)
584: Clinical Internship 3 (3)
590: Audiology Clerkship (1-3)

OPTIONAL MENTORED RESEARCH EXPERIENCE (ELECTIVE)

Students in good standing in the AuD program may fulfill their required electives by engaging in research beginning the summer semester of their second year or in their third year. Students who elect this option should register for SHS 592: Research. Three levels (Tiers) of research are available to accommodate a range of projects. Interested students must meet with a research mentor to discuss their options and then complete the AuD Research Mentor Agreement (See Appendix B) prior to beginning the experience. 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. SHS 592 registration is variable credit (1-3) each semester and must be approved by the research mentor (faculty or principle investigator). Descriptions of the department's research laboratories are available on the Department web site at http://shs.asu.edu/shs/research. It is the student's responsibility to contact and meet with the program director (faculty) prior to the start of the third year. Some faculty may require a directed reading prior to beginning the research to determine the student's area and level of interest.

OPTIONAL MENTORED TEACHING EXPERIENCE (ELECTIVE)

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 Director of AuD Education 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 (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. Appendix C outlines the courses that the student can choose for the mentored teaching experience.

GRADUATION REQUIREMENTS

- Successful completion of 66 semester credit hours of required academic coursework with a minimum of 3.0 grade-point average in each semester of training including the optional 4th year externship (see Academic Standards for specific grade requirements)
- Successful completion of the First-year Exam with a passing score
- Successful completion of the Second-year exam with a passing score.
- Successful completion of the national Praxis examination with a passing score.
- Successful completion of at least 20 semester credit hours of supervised clinical experience.
- Successful completion of 850 hours of clinical supervision.

ACADEMIC STANDARDS

The following is a ***brief summary*** of the academic and clinical standards to which all students must adhere. A full description of the standards can be found on the SHS Student Resources Blackboard site. The standards posted on the Blackboard site are revised and updated regularly and supersede (by date) those described below if necessary. It is the responsibility of all graduate students to be familiar with the current Academic and Clinical Standards.

To demonstrate satisfactory performance, graduate students pursuing the AuD degree will be expected to:

- Maintain a 3.0 or higher grade point average each semester.
- Earn no more than one unsatisfactory grade during their entire program [i.e., a grade worse than B- in an academic course or in a clinical practicum, or withdraw from a course while failing (grade of W/E)].
- Receive no more than one incomplete in a given semester.

Students will be dismissed from the program:

- Following two or more instances of unsatisfactory academic performance, regardless of the semester in which the poor performance occurred.
- Failure to pass the 1st or 2nd year exam.
- For a single instance of academic dishonesty.
- For seriously compromising the relations of the Department with the public.
- For breaches of ethical judgment or professional responsibility.
- For serious instances of personality or character traits inappropriate for the professional roles for which the student is attempting to prepare.

Following the first, single instance of unsatisfactory performance (unsatisfactory grade or more than one Incomplete in a given semester), the student:

- 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).
- Must earn a B- or better in the academic course in which the incomplete was obtained by the end of the following academic semester.

AUD COURSES WITH COURSE DESCRIPTION

(Also see Department web site at: https://chs.asu.edu/shs/and the SHS Student Resources Blackboard site for other graduate and undergraduate courses offered in the Department)

SHS 500 Research Methods. (3 credits) This course is a survey of research methods in areas related to speech, language, and hearing. The overall goal of this course is to cultivate an understanding of the scientific method through readings, activities, lectures, and discussions. Topics include the scientific method, the basics of designing and conducting research, theoretical development, data analysis, and interpretation of results.

SHS 502L Basic Audiometry (4 credits) This course covers the bases, purposes, rationales, and procedures for the core clinical tests of auditory function in adults and children

SHS 504L Amplification I (4 credits) Operation, electroacoustic measurement, selection and prescriptive fitting of amplification devices.

SHS 505 Survival Sign Language (2 credits) This course is designed to facilitate effective manual and alternative methods of communication with deaf individuals in clinical settings.

SHS 508 Pediatric Audiology (3 credits) This course emphasizes the principles and procedures for early identification and management of congenital and early-onset hearing loss.

SHS 510 Amplification II (3 credits) Verification and validation of hearing aid performance, benefit and satisfaction. Fitting considerations for pediatric and geriatric populations. Assistive technology.

SHS 511 Auditory Perception by the Hearing Impaired (3 credits) Psychophysical methods and behavioral aspects of hearing with an emphasis on the perceptual consequences of sensorineural hearing loss.

SHS 513 Neurophysiology of the Auditory System (3 credits) This course focuses on the neurophysiology of the normal auditory system and on changes associated with hearing loss.

SHS 516L Auditory Evoked Potentials (4 credits) Electrophysiologic assessment of the peripheral and central auditory nervous system.

SHS 517L Balance Assessment (4 credits) Clinical analysis and treatment of balance disorders and dizziness.

SHS 518 Auditory Rehabilitation (3 credits) Study and clinical application of assistive technology and rehabilitative services for managing the effects of hearing impairment.

SHS 523 Advanced Audiometry (3 credits) This course covers advanced procedures in diagnostic audiometry in both adults and children.

SHS 520 Auditory Pathologies and Disorders / Otoneurologic Applications (4 credits) This course familiarizes students with major diseases, pathologies, and disorders of the human auditory system as well as advanced otologic, neurologic, and audiologic approaches in the differential diagnosis of peripheral and central disorders.

SHS 522 Hearing Conservation/Instrumentation (3 credits) This course examines the prevention, identification, physiological effects, and management of hearing loss due to noise exposure.

SHS 524 Counseling in Communication Disorders (2 credits) Theories of counseling emphasizing the psychosocial and emotional impact and the management of individuals with hearing loss and their families.

SHS 525 Audiology Practice Management (3 credits) Business practice issues, quality assurance and professional ethics for the practicing audiologist.

SHS 526 Launch to Clinic (1 credit) In Launch-to-Clinic, students rotate through on-campus observations and group orientation to the ASU Speech and Hearing Clinic. Students learn the policies and procedures of the ASU Speech and Hearing Clinic, software specific to clinic operations, report writing, and clinical documentation with practice to develop the skills needed to succeed in subsequent clinical rotations both on and off campus.

SHS 552L Physiological Measures of Auditory Function (4 credits) This course focuses on the measurement of otoacoustic emissions and acoustic immittance.

SHS 555L Cochlear Implants (4 credits) This course covers the research and clinical aspects of cochlear implantation with a focus on the principles of speech coding strategies. Prerequisites: instructor approval.

SHS 580 Clinical Practicum (in Audiology) (2 to 6 credits) Supervised observation and clinical experiences in audiology. Clinical experiences occur within the ASU Speech and Hearing Clinic and affiliated programs. May be repeated for credit. Prerequisites: instructor approval; student must not have provisional admission status.

SHS 584 Internship (in Audiology) (1 to 6 credits) Off-campus directed clinical experiences in audiology. May be repeated for credit. Prerequisites: SHS 580; student must consult with coordinator before registration.

SHS 589 Audiology Grand Rounds (1 credit) Grand Rounds bridges clinical and academic knowledge through case studies, application of emerging research, and clinical workshops. Prerequisites: SHS 502, or instructor approval.

SHS 590 Audiology Clerkship (15 credits) The Clerkship is designed to provide students with advanced, intensive clinical experiences within selected audiological facilities. Prerequisites: SHS 584 and approval of faculty coordinator.

Electives (6 credits) Coursework, clinic, research or mentored teaching.

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. A list of courses that satisfy each of the KASA competencies is provided in Appendix E.

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 that are administered at the end of each academic year.

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 Assessment & Training Committee. A second failure will result in automatic dismissal from the program.

Second Year Exam

At the end of the second year, all students are required to complete a written and oral practical exam focusing on clinical case studies. This exam takes place over a two-day at the end of the spring semester. The written portion occurs on the first day followed by an oral defense on the second day. A committee comprised of AuD clinical faculty will grade the written and oral portions of each student's work collectively.

A passing score is required to proceed to the next year of training. Students who fail to achieve a passing score may retake the exam within a period of time specified by the AuD Assessment & Training Committee. A second failure will result in automatic dismissal from the program.

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 http://www.ets.org/praxis. 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. 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 in the Department office in order for processing of final graduation forms to proceed. Approximately 8 weeks should be allowed between the time the examination is taken and scores are received in the Department. 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 Department of Speech and Hearing Science at Arizona State University.

Students who do not have official Praxis scores on file in the department office are viewed as deficient with regard to completion of graduate requirements and will not be allowed to graduate until such scores are submitted.

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, the Director of AuD Education, and the Department Chair, will verify satisfactory completion of degree requirements and the achievement of the required competencies. Upon graduation, 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 website at: http://www.asha.org/certification/. 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 website at: http://www.asha.org/aud/**.** The LINKS page (Appendix D) also includes other useful sources for AuD students and practicing audiologists.

THE ASU SPEECH AND HEARING CLINIC

The Department of Speech and Hearing Science houses the ASU Speech and Hearing Clinic, which provides the campus-based clinical training for the AuD program. Through this clinic, diagnostic and rehabilitative audiology services are provided to the general public on a fee-for-service basis. Graduate AuD students provide the clinical services under direct supervision of the department's ASHA-certified clinical faculty members. Clinical audiology services include comprehensive diagnostic assessment using behavioral and physiologic measures, dispensing of hearing aids and assistive technology, cochlear implant mapping**,** and provision of individual and group audiologic rehabilitation and therapy services. Clinical populations include toddlers, preschoolers, school-aged children, adults, and developmentally delayed and multiply-handicapped persons.

CLINICAL TRAINING REQUIREMENTS FOR PROFESSIONAL PREPARATION IN AUDIOLOGY

The AuD clinical training program at ASU has been designed such that upon completion, students will have met all the clinical requirements for national certification as audiologists. In addition, they will have met the standard of excellence set for all graduates from the ASU AuD professional training program. The training is designed to maximize students' employment opportunities upon entry into the professional job market. The clinical placements will provide experience in different clinical settings and with different populations to support the development of a wide range of skills. Off-campus clinical sites are chosen according to the: (a) program goals, (b) level of the student's preparation, and (c) student's interest(s). Participating clinical sites are carefully selected based on their commitment to the: (a) education of AuD students, (b) certification/licensure status of clinical preceptors, (c) quality of facilities and equipment, and (d) variety of broad-based clinical experiences and diverse clinical populations offered. All clinical rotations must have prior approval by the Clinical Externship Coordinator as each site must have a formal affiliation agreement with Arizona State University prior to the placement of audiology students. Off-campus clinical rotation experiences may include: (a) basic and advanced auditory and vestibular system assessment across the life span, (b) hearing amplification across the life span, (c) cochlear implants and other implantable devices across the life span, (d) pediatric and adult audiologic rehabilitation, (e) hearing conservation, (f) educational audiology, (g) sedated and intra-operative monitoring using evoked electrophysiological measures, and (h) business practices in audiology.

The clinical component of the AuD program stresses the importance of first gaining exposure, then supervised experience, and eventually independent service provision as they progress through a series of on- and off-campus clinical rotations. All AuD students complete a semester of clinic preparation and observation (SHS 526 Launch to Clinic), a minimum of three on-campus and four off-campus clinical rotations and an optional 4th year externship. By definition, a clinical rotation is a short-term training experience (one semester) whereas an externship is a long-term training experience (1000+ hours). To be recommended for Clinical Certification in Audiology to ASHA, a student must accumulate a minimum of 1820 hours of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes stipulated in the ASHA 2012 standards.

Table 3 lists the required clinical and optional rotations to be completed during the AuD program. During the first semester of the AuD program, students observe in the Department's Speech and Hearing Clinic and attend a Launch-to-Clinic seminar designed to prepare students for their first on-campus clinical rotation. Beginning the 2nd semester, students spend a minimum of three semesters in university-based clinical rotations at the department's Speech and Hearing clinic (SHS 580), under the supervision of ASU clinical faculty. During the second semester of the second year, students continue their training in off-campus clinical rotations. Some students may be required to enroll in an additional on-campus clinical rotation until they are judged to be ready for an external clinical site. AuD students will then complete three off-campus clinical rotations (SHS 584) during their third year beginning in the summer. In lieu of an off-campus rotation, 3rd-year students may participate in Super Clinic, which is an advanced on-campus clinic designed to allow opportunities for clinical independence and autonomy. During the fourth year, the student will complete a full-time residency placement for at least 1000 hours in an approved regional or national facility. Registration for the Audiology Clerkship (SHS 590) is for 1 credit each semester including summer. The department's Clinical Externship Coordinator will facilitate the Audiology Clerkship for each student.

Table 3. Required Clinical Rotations

Yr	Semester	Course Number	Clinic Rotation	Credit Hours
1	Fall	SHS 526	Observation: Launch-to-Clinic	1
	Spring	SHS 580	On-Campus Clinical Rotation 1	2
	Summer	SHS 580	On-Campus Clinical Rotation 2	3
2	Fall	SHS 580	On-Campus Clinical Rotation 3	3
	Spring	SHS 584	Off-Campus Clinical Rotation 1	3
	Summer	SHS 584	Off-Campus Clinical Rotation 2	3
3	Fall	SHS 584	Off-Campus Clinical Rotation 3	3
	Spring	SHS 584	Off-Campus Clinical Rotation 4	3
4	Summer	SHS 590	Audiology Clerkship	1
	Fall	SHS 590	Audiology Clerkship	1
	Spring	SHS 590	Audiology Clerkship (optional)	1

All students will complete a set of required clinical components. Please note that there are academic course prerequisites for certain rotations (e.g., hearing aids, balance assessment, and pediatrics). In some instances, students will be allowed to take a required course while simultaneously completing the corresponding rotation. On-campus clinical rotations must be completed prior to off-campus clinical rotations. Students must receive a grade of B- or better for satisfactory completion of each on-campus clinical rotation. A grade of A- or better in their final on-campus placement is required before being allowed to advance to off-campus clinical placements. Students are obligated to fulfill each of their clinical responsibilities throughout the semester. 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 may be considered by the clinical supervisor/preceptor in consultation with the department's Clinical Externship Coordinator and Director of the Audiology Clinic.

Any student who fails or withdraws while failing a clinical rotation assignment 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 professor 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 Standards Committee. Following the second instance of unsatisfactory performance (failing or withdrawal while failing) for a clinical practicum, the Standards Committee may recommend withdrawal of a student 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.

AUDIOLOGY CLINICAL EMPHASIS

In addition to the required off-campus placements, students may request specific off-campus clinical rotations from the list below based on their clinical interests.

ENT Private Practice office; all ages
Private Audiology and Hearing Aid Dispensing Practice; primarily adults
Educational Audiology; preschool and school-aged children
Private Hospital; all ages or adults only or children only
Government Hospital; all ages or adults only or children only
Outpatient Audiology and Vestibular Clinic; all ages, or primarily adults

Students are free to indicate clinical rotation preferences, and when possible, these preferences will be accommodated. Clinical rotation assignments are requested in the semester prior to the desired registration through the department's Clinical Externship Coordinator. It is important to note, however, that the primary obligation of the program is to provide a clinical training experience that meets the goals of the training program and ASHA certification and state licensure requirements. Thus, students may be assigned to a clinical rotation placement that was not their first choice.

CLINICAL ROTATION OPPORTUNITIES

The Department has established affiliations with a wide variety of highly reputable local and national audiology facilities that have agreed to provide clinical training to our graduate students. These experiences offer the AuD student comprehensive opportunities for professional skill development with a rich diversity of professionals, clientele, hearing disorders, and clinical methodology. The greater Phoenix metropolitan area offers students clinical placements from a large selection of hospitals, clinics, private practice offices, and educational facilities. The clinic also has affiliations and contracts with several externship sites in the Phoenix metro area and around the U.S. For a current list of internship and externship sites, log in to the Typhon website (described below) or check with the department's Clinical Externship Coordinator.

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 Launch to Clinic course (first semester). Students and clinical faculty access the online tracking system using the following URL: www.typhongroup.net/asu with their assigned user login ID and password. The Typhon system provides a comprehensive record of clinical hours and the competency areas in which they have gained experience during each semester's clinical rotation and during the 4th-year externship. This documentation is necessary for graduation and for ASHA certification. Please see the Audiology Clinic Policy and Procedures Manual for details.

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 day per week and are responsible for the service delivery and reports/chart notes for approximately two to three 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 six patients. During an 8-week summer clinic, students registering for three credits are typically in clinic two full days per week and are responsible for the service delivery and reports/chart notes for approximately eight to twelve patients. Students also participate in one 7-week audiologic rehabilitation group during the fall, spring, and possibly summer sessions of their first year of on-campus clinic. Students gaining experience at off-campus sites (SHS 584) and registered for 3 credit hours are expected to spend 1.5 to 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 days per week over the 8-week summer session.

PROFESSIONAL AND ETHICAL CONSIDERATIONS FOR CLINIC

All students enrolled in clinical practicum are expected to abide by the ASHA Code of Ethics (http://www.asha.org/policy/ET2010-00309/) and the American Academy of Audiology (AAA) Code of Ethics (http://www.audiology.org/resources/documentlibrary/Pages/codeofethics.aspx). Violations of either Code of Ethics may result in permanent dismissal from practicum placement opportunities, and may additionally subject the student to dismissal from the academic degree program. Additionally, strict adherence to HIPAA guidelines (http://www.hhs.gov/ocr/privacy/index.html) also is essential to protect the confidentiality of our patients. 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. 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. Clinical practicum students 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.

The Audiology Clinic Policy and Procedures Manual provides further information regarding policies and procedures for on- and off-campus clinical rotation placements.

STUDENT COMPLAINT PROCEDURES

Students with grievances regarding another student or an instructor are encouraged to discuss their grievance with the other party prior to involving their program advisor. If the situation warrants a formal response, the program adviser will determine an appropriate course of action. If the student has a complaint against their program adviser, the student should take the complaint to the Director of AuD Education or the Chairperson of the Department of Speech and Hearing Science, each of whom in consultation with the other or independently will take steps to resolve the issue. If the situation is not resolved in a satisfactory manner, the student may submit a complaint to the Graduate School or to the University-appointed Ombudsperson (an impartial fact-finder and problem-solver) for Academic and Student Affairs. The Ombudsperson has no power to reverse or change decisions but has conciliation skills to help expedite the process. More information about Ombudspersons and the Ombudspersons Committee can be found at: http://provost.asu.edu/committees/oc

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

> 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 can be found at: http://www.asha.org/academic/accreditation/accredmanual/section8.htm

STEPS TO GRADUATION

1. File your Plan of Study (iPOS) (this should be done during the second year)
    a. Go to: www.asu.edu/myasu/ and click My Graduate Plan of Study.
    Go to: ipos-q@asu.edu if you have questions.
    b. List your advisor, the Director of the Audiology Clinic, and the Director of AuD Education as the members of your committee. The total course credits should be at least 86.
    c. Submit the iPOS. The graduate college will notify the student when the iPOS was approved.

2. Take and pass each end-of-the year exam:
    a. First-year exam
    b. Second-year exam
    c. Praxis exam

3. Clinical Rotation
    a. Have your Final Evaluation completed by your preceptor, and complete your final review.
    b. Be sure that all case and time logs have been entered into Typhon in accordance with the 7-day rule, and that these have been approved by your preceptor.

4. Externship Hours
    a. Have your Final Evaluation completed by your preceptor, and complete your final review.
    b. Be sure that all case and time logs have been entered into Typhon in accordance with the 7-day rule, and that these have been approved by your preceptor.
    c. Submit signed hours sheet to the Clinical Externship Coordinator. Note: if you have not reached 1820 hours by graduation, you will not be eligible for ASHA Certification.
    d. You will be assigned a grade for your last semester of clinic when your final evaluation is completed, your hours sheet has been submitted, and your hours have been approved in Typhon.

5. File for Graduation (end of March)
    a. Pay the graduation fee on line or at Cashiering Services (Student Services Building)
    b. You cannot file for Graduation until your iPOS has been approved.
    c. Deadlines can be found at: https://graduate.asu.edu/completing-your-degree

Prior to graduation, the following information will be reviewed by the department. If any of these requirements are not completed or expected to be completed by the deadline for graduation, you will not be approved for graduation.

1. An official score of Praxis exam $\geq$170 was submitted to the department directly from ETS.

2. At least 850 clinical clock hours have been documented in Typhon.

3. No more than one grade below a B- was earned in each academic course or clinical practicum required for the degree. This requirement includes clinical courses and electives.

APPENDIX A:
AuD Plan of Study

REQUIRED COURSEWORK AND CLINCAL TRAINING						
		Fall (1)	**Credits**	**Spring (1)**	**Credits**	**Total**
		502L Basic Audiometry	4	517L Balance Assessment	4	
		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 Clinic 1 (ASU)	2	
				589 Grand Rounds	1	
		Total	12	*First-Year Exam* Total	14	26
Summer (1)	**Credits**	**Fall (2)**		**Spring (2)**		
505 Survival Sign Language	2	516L Auditory Evoked Potentials	4	555L Cochlear Implants	4	
580 Clinic 2 (ASU)	3	520 Aud Pathologies/Otoneurologic Apps	4	510 Amplification II	3	
		508 Pediatric Audiology	3	500 Research Methods	3	
		580 Clinic 3 (ASU)	3	584 Clinic Internship 1	3	
				589 Grand Rounds	1	
Total	5	Total	14	*Second-Year Exam* Total	14	33
Summer (2)		**Fall (3)**		**Spring (3)**		
524 Counseling in Com Dis	2	525 Practice Management	3	523 Advanced Audiometry	3	
584 Clinic Internship 2	3	522 Hearing Conservation/Instrumentation	3	518 Auditory Rehabilitation	3	
		XXX Course or 592 research elective*	2	XXX Course or 592 research elective*	2	
		584 Clinic Internship 3	3	584 Clinic Internship 4	3	
Total	5	Total	11	*(ASHA) Praxis Examination* Total	11	27
					TOTAL	**86**

*Elective may be taken during the summer

FLEXIBLE CLINICAL TRAINING						
Summer (3)		**Fall (4)**		**Spring (4)**		**Total**
590 Audiology Clerkship	1	590 Audiology Clerkship	1	590 Audiology Clerkship	1	
Total	1	Total	1	Total	1	1-3
					TOTAL	**87-89**

APPENDIX B: AUD THIRD-YEAR OPTIONAL MENTORED RESEARCH EXPERIENCE DESCRIPTION AND EXPECTATIONS

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 (attached) 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.

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.

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 SHS 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.

TIER 3
This option is appropriate for students considering an AuD-PhD degree. 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 a presentation to the SHS Research Symposium at the end of the year and a manuscript style paper. Please consult the PhD handbook for a detailed description of the requirements. 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.

<u>Mentor Responsibilities</u>
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 work load and outcome measures (use the Tiers as a guide). Regardless of the Tier, this research option should be considered by the mentor as equivalent to an independent study (overload).

<u>Student Responsibilities</u>
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 work load and outcome measures (use the Tiers as a guide).

Prior to starting the research project, the student, the faculty, and the Director of AuD Education will sign the Mentored Research Agreement. 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.

AuD Research Mentor Agreement
Speech and Hearing Science Department
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
_____	_____
Director of AuD Education	Date

APPENDIX C: AUD THIRD-YEAR OPTIONAL MENTORED TEACHING EXPERIENCE DESCRIPTION AND EXPECTATIONS

Description

Students in good standing in the AuD program may fulfill the required elective for the Spring semester of their third year 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 fall and 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)
- Blackboard 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 Director of AuD Education 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
Speech and Hearing Science Department
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

_____ _____
Director of AuD Education Date

APPENDIX D: IMPORTANT LINKS

https://chs.asu.edu/shs/ (Department of Speech and Hearing Science, Arizona State University). This is our Department web site and contains substantial information on Department programs, course offerings, faculty, admissions, and other topics.

https://chs.asu.edu/shs/clinic (Speech and Hearing Clinic, Arizona State University). This is the website for the Speech and Hearing Clinic housed within the department. A wide range of information about the services offered in the clinic is provided for both existing and potential clients.

https://chs.asu.edu/audiology-aud (AuD Program at ASU). This is the home page for the AuD program at ASU and contains information on the admissions requirements, program components, curriculum, and other issues specific to the AuD program at ASU.

http://graduate.asu.edu/ (Office of Graduate Education, ASU). This site includes a number of resources, documents, and forms for graduate students at ASU.

http://catalog.asu.edu/ (General and Graduate Catalogs for ASU programs)

http://www.asha.org (American Speech-Language-Hearing Association). This site includes numerous documents important for AuD students and practicing audiologists, including requirements for clinical certification in audiology, practice guidelines and position papers, audiology scope of practice, ethical practice codes, annual meetings, continuing education opportunities, requirements for accreditation of training programs in audiology, membership and certification maintenance requirements, publications, job opportunities, and other information.

http://www.audiology.org (American Academy of Audiology). This site includes information on membership for audiology students and professionals, AuD programs throughout the United States, employment, publications, conventions and conferences, continuing education, and other information important to audiologists and audiology students.

http://www.hhs.gov/ocr/privacy/index.html (Office for Civil Rights-HIPPA, U.S. Department of Health and Human Services). This site includes a summary of the federal guidelines for the privacy protection of patient medical records.

http://www.amauditorysoc.org/ (American Auditory Society)

http://asa.aip.org/ (Acoustical Society of America)

http://www.audiology.org/education/students/SAA/Pages/default.aspx (Student Academy of Audiology)

http://www.aro.org/ (Association for Research in Otolaryngology)

http://www.isa-audiology.org/ (International Society of Audiology)

APPENDIX E
AuD KNOWLEDGE AND SKILLS ACQUISITION (KASA)

Standard The applicant must have knowledge and skills for:	Academic Courses (# and Title)		Practicum Experiences (# and Title)
Standard 3.3-A for Accreditation: Scientific and Research Foundations of the Profession			
Std. 3.3-A: The applicant must have prerequisite skills and knowledge of:			
• Life Sciences	BIO 201	Human Anatomy & Physiology Variable	
• Physical Sciences	PHY 101	Intro. To Physics Variable	
• Behavioral Sciences	PGS 101	Intro to Psychology Variable	
• Mathematics	MAT 170 PSY 230	Pre-calculus Intro to Statistics Variable	
• Hearing Science	SHS 311 SHS 401	Physical and Physiological Bases of Hearing Introduction to Audiology	
• Speech/Language Science	SHS 310 SHS 367 SHS 465 SHS 375 SHS 485	Anatomical and Physiological Bases of Speech Language Science Speech and Language Acquisition Speech Science Acquired Speech and Language Disorders	
Standard IV-A Foundations of Practice:			
A1. Embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology.	SHS 508 SHS 513 SHS 516 SHS 517 SHS 520 SHS 552	Pediatric Audiology Neurophysiology of the Auditory System Auditory Evoked Potentials Balance Assessment Auditory Pathologies, Disorders & Otoneurologic Physiological Measures of Auditory Function	
A2. Genetics and associated syndromes related to hearing and balance	SHS 508 SHS 520	Pediatric Audiology Auditory Pathologies, Disorders & Otoneurologic	
A3. Normal aspects of auditory physiology and behavior over the life span	SHS 502 SHS 508 SHS 511 SHS 513 SHS 523 SHS 552	Basic Audiometry Pediatric Audiology Auditory Perception by the Hearing Impaired Neurophysiology of the Auditory System Advanced Audiometry Physiological Measures of Auditory Function	
A4. Normal development of speech and language	SHS 465 SHS 508	Speech and Language Acquisition Pediatric Audiology	
A5. Language and speech characteristics and their development across the life span.	SHS 465 SHS 508 SHS 511	Speech and Language Acquisition Pediatric Audiology Auditory Perception by the Hearing Impaired	
A6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment	SHS 465 SHS 508 SHS 518 SHS 520	Speech and Language Acquisition Pediatric Audiology Auditory Rehabilitation Auditory Pathologies, Disorders & Otoneurologic	
A7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning.	SHS 502 SHS 504 SHS 508 SHS 510 SHS 518 SHS 524 SHS 589	Basic Audiometry Amplification I Pediatric Audiology Amplification II Auditory Rehabilitation Counseling for the hearing impaired Audiology Grand Rounds	
A8. Effects of pharmacologic and teratogenic agents on the auditory and vestibular systems	SHS 508 SHS 513 SHS 516 SHS 517 SHS 520	Pediatric Audiology Neurophysiology of the Auditory System Auditory Evoked Potentials Balance Assessment Auditory Pathologies, Disorders & Otoneurologic	
A9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status,	SHS 502 SHS 504 SHS 508	Basic Audiometry Amplification I Pediatric Audiology	

cognitive status, and physical and sensory abilities) and how they relate to clinical services	SHS 510 Amplification II SHS 517 Balance Assessment Auditory Rehabilitation SHS 518 Auditory Rehabilitation SHS 520 Auditory Pathologies, Disorders & Otoneurologic SHS 523 Advanced Audiometry	
A10. Pathologies related to hearing and balance and their medical diagnosis and treatment.	SHS 508 Pediatric Audiology SHS 517 Balance Assessment SHS 520 Auditory Pathologies, Disorders & Otoneurologic SHS 523 Advanced Audiometry SHS 555 Cochlear Implants SHS 589 Audiology Grand Rounds	
A11. Principles, methods, and applications of psychometrics.	PSY 230 Introduction to Statistics SHS 500 Research Methods SHS 589 Audiology Grand Rounds	SHS 580 Launch to Clinic
A12. Principles, methods, and applications of psychoacoustics	SHS 311 Physical/Physiological Bases of Hearing SHS 511 Auditory Perception by the hearing impaired	
A13. Instrumentation and bioelectrical hazards.	SHS 502 Basic Audiometry SHS 504 Amplification I SHS 510 Amplification II SHS 516 Auditory Evoked Potentials SHS 517 Balance Assessment SHS 522 Hearing Conservation/Instrumentation SHS 552 Physiologic Measures of Auditory Function	
A14. Physical characteristics and measurement of electric and other nonacoustic stimuli	SHS 516 Auditory Evoked Potentials SHS 517 Balance Assessment SHS 522 Hearing Conservation/Instrumentation SHS 552 Physiological Measures of Auditory Function SHS 555 Cochlear Implants	
A15. Assistive technology.	SHS 510 Amplification II SHS 518 Auditory Rehabilitation	
A16. Effects of cultural diversity and family systems on professional practice.	SHS 508 Pediatric Audiology SHS 518 Auditory Rehabilitation SHS 524 Counseling in Communication Disorders	
A17. American Sign Language and other visual communication systems.	SHS 505 Survival Sign Language SHS 518 Auditory Rehabilitation	
A18. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations.	PSY 230 Introduction to Statistics SHS 500 Research Methods SHS 589 Grand Rounds	
A19. Legal and ethical practices (e.g., standards for professional conduct, patient rights, credentialing, and legislative and regulatory mandates).	SHS 504 Amplification I SHS 525 Audiology Practice Management SHS 589 Audiology Grand Round	SHS 580 Launch to Clinic
A20. Health care and educational delivery systems	SHS 508 Pediatric Audiology SHS 525 Audiology Practice Management SHS 589 Audiology Grand Rounds	SHS 580 Launch to Clinic
A21. Universal precautions and infectious/contagious diseases.	SHS 502 Basic Audiometry SHS 504 Amplification I SHS 525 Audiology Practice Management SHS 589 Audiology Grand Rounds	SHS 580 Clinical Practicum
A22. Oral and written forms of communication.	SHS 502 Basic Audiometry SHD 589 Audiology Grand Rounds	SHS 580 Launch to Clinic SHS 580 Clinical Practicum SHS 584 Clinical Internship SHS 590 Audiology Clerkship
A23. Principles, methods, and applications of acoustics (e.g., basic parameters of sound, principles of acoustics as related to speech sounds, sound/noise measurement and analysis, and calibration of audiometric equipment), as applicable to: **a.** Occupational and industrial environments **b.** Community noise **c.** Classroom and other educational environments **d.** Workplace environments	SHS 508 Pediatric Audiology SHS 510 Amplification II SHS 518 Auditory Rehabilitation SHS 522 Hearing Conservation/Instrumentation SHS 589 Audiology Grand Rounds	SHS 580 Clinical Practicum SHS 584 Clinical Internship SHS 590 Audiology Clerkship

A24. The use of instrumentation according to manufacturer's specifications and recommendations.	SHS 502 SHS 504 SHS 510 SHS 516 SHS 517 SHS 522 SHS 523 SHS 552	Basic Audiometry Amplification I Amplification II Auditory Evoked Potentials Balance Assessment Hearing Conservation/Instrumentation Advanced Audiometry Physiological Measures of Auditory Function	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
A25. Determining whether instrumentation is in calibration according to accepted standards.	SHS 502 SHS 504 SHS 510 SHS 522	Basic Audiometry Amplification I Amplification II Hearing Conservation/Instrumentation	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
A26. Principles and applications of counseling.	SHS 518 SHS 524	Auditory Rehabilitation Counseling in Communication Disorders	SHS 580 SHS 580 SHS 584 SHS 590	Launch to Clinic Clinical Practicum Clinical Internship Audiology Clerkship
A27. Use of interpreters and translators for both spoken and visual communication.	SHS 505 SHS 518	Survival Sign Language Auditory Rehabilitation	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
A28. Management and business practices, including but not limited to cost analysis, budgeting, coding and reimbursement, and patient management.	SHS 525	Audiology Practice Management	SHS 580 SHS 580 SHS 584 SHS 590	Launch to Clinic Clinical Practicum Clinical Internship Audiology Clerkship
A29. Consultation with professionals in related and/or allied service areas.	SHS 502 SHS 508 SHS 517 SHS 518 SHS 520 SHS 523	Basic Audiometry Pediatric Audiology Balance Assessment Auditory Rehabilitation Auditory Pathologies, Disorders & Otoneurologic Advanced Audiometry	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
Standard IV-B. Prevention and Identification.				
B1. Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems.	SHS 502 SHS 508 SHS 516 SHS 517 SHS 518 SHS 520 SHS 522 SHS 523 SHS 552	Basic Audiometry Pediatric Audiology Auditory Evoked Potentials Balance Assessment Auditory Rehabilitation Auditory Pathologies, Disorders & Otoneurologic Hearing Conservation/Instrumentation Advanced Audiometry Physiological Measures of Auditory Function	SHS 580 SHS 580 SHS 584 SHS 590	Launch to Clinic Clinical Practicum Clinical Internship Audiology Clerkship
B2. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening community hearing, and occupational conservation and identification programs.	SHS 508 SHS 522 SHS 552	Pediatric Audiology Hearing Conservation/Instrumentation Physiological Measures of Auditory Function	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
B3. Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures.	SHS 502 SHS 508 SHS 516 SHS 518 SHS 522 SHS 552	Basic Audiometry Pediatric Audiology Auditory Evoked Potentials Auditory Rehabilitation Hearing Conservation/Instrumentation Physiological Measures of Auditory Function	SHS 580 SHS 580 SHS 584 SHS 590	Launch to Clinic Clinical Practicum Clinical Internship Audiology Clerkship
B4. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures.	SHS 508 SHS 518 SHS 523	Pediatric Audiology Auditory Rehabilitation Advanced Audiometry	SHS 580 SHS 580 SHS 584 SHS 590	Launch to Clinic Clinical Practicum Clinical Internship Audiology Clerkship
B5. Educate individuals on potential causes and effects of vestibular loss.	SHS 508 SHS 517 SHS 520	Pediatric Audiology Balance Assessment Auditory Pathologies, Disorders & Otoneurologic	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship

	SHS 522	Hearing Conservation/Instrumentation		
B6. Identify individuals at risk for balance problems and falls who require further vestibular assessment and/or treatment or referral for other professional services.	SHS 508 SHS 517 SHS 520	Pediatric Audiology Balance Assessment Auditory Pathologies, Disorders & Otoneurologic	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
Standard IV-C. Assessment.				
C1. (**Knowledge only**) Measuring and interpreting sensory and motor evoked potentials, electromyography, and other electrodiagnostic tests for purposes of neurophysiologic intraoperative monitoring and cranial nerve assessment.	SHS 516 SHS 517 SHS 552 SHS 555	Auditory Evoked Potentials Balance assessment Physiological Measures of Auditory Function Cochlear Implants		
C2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems.	SHS 502 SHS 508 SHS 516 SHS 517 SHS 518 SHS 523 SHS 552 SHS 555	Basic Audiometry Pediatric Audiology Auditory Evoked Potentials Balance Assessment Auditory Rehabilitation Advanced Audiometry Physiological Measures of Auditory Function Cochlear Implants	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning.	SHS 502 SHS 508 SHS 517 SHS 520 SHS 523	Basic Audiometry Pediatric Audiology Balance Assessment Auditory Pathologies, Disorders & Otoneurologic Advanced Audiometry	SHS 580 SHS 580 SHS 584 SHS 590	Launch to Clinic Clinical Practicum Clinical Internship Audiology Clerkship
C4. Performing otoscopy for appropriate audiological assessment/management decisions, determining the need for cerumen removal, and providing a basis for medical referral.	SHS 502 SHS 504 SHS 508 SHS 525	Basic Audiometry Amplification I Pediatric Audiology Audiology Practice Management	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
C5. Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function.	SHS 502 SHS 508 SHS 516 SHS 523 SHS 552	Basic Audiometry Pediatric Audiology Auditory Evoked Potentials Advanced Audiometry Physiological Measures of Auditory Function	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
C6. Conducting and interpreting behavioral and/or electrophysiologic methods to assess balance and related systems.	SHS 517	Balance Assessment	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
C7. Conducting and interpreting otoacoustic emissions and acoustic immittance (reflexes).	SHS 502 SHS 508 SHS 552	Basic Audiometry Pediatric Audiology Physiological Measures of Auditory Function	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
C8. Evaluating auditory-related processing disorders.	SHS 523	Advanced Audiometry	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
C9. Evaluating functional use of hearing.	SHS 502 SHS 504 SHS 508 SHS 518 SHS 523	Basic Audiometry Amplification I Pediatric Audiology Auditory Rehabilitation Advanced Audiometry	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
C10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan.	SHS 502 SHS 504 SHS 508 SHS 510 SHS 516 SHS 517 SHS 518 SHS 523 SHS 555	Basic Audiometry Amplification I Pediatric Audiology Amplification II Auditory Evoked Potentials Balance Assessment Auditory Rehabilitation Hearing Conservation/Instrumentation Advanced Audiometry Cochlear Implants	SHS 580 SHS 580 SHS 584 SHS 590	Launch to Clinic Clinical Practicum Clinical Internship Audiology Clerkship
C11. Referring to other professionals, agencies, and/or consumer organizations.	SHS 502 SHS 504 SHS 508 SHS 517 SHS 518 SHS 523	Basic Audiometry Amplification I Pediatric Audiology Balance Assessment Auditory Rehabilitation Advanced Audiometry	SHS 580 SHS 580 SHS 584 SHS 590	Launch to Clinic Clinical Practicum Clinical Internship Audiology Clerkship

Standard IV-D. Intervention (Treatment).				
D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication.	SHS 504 SHS 508 SHS 510 SHS 518 SHS 523 SHS 555	Amplification I Pediatric Audiology Amplification II Auditory Rehabilitation Advanced Audiometry Cochlear Implants	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
D2. Development of a culturally appropriate audiologic rehabilitative management plan that includes, when appropriate, the following: **a.** Evaluation, selection, verification, validation, and dispensing of hearing aids, sensory aids, hearing assistive devices, alerting systems, and captioning devices, and educating consumer and family/caregivers in the use of and adjustment to such technology. **b.** Determining of candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices and provision of fitting, mapping, and audiologic rehabilitation to optimize device use. **c**. Counseling relating to psychosocial aspects of hearing loss and other auditory dysfunction, and process to enhance communication competence. **d.** Provision of comprehensive audiologic treatment for persons with hearing loss or other auditory dysfunction including but not exclusive to communication strategies, auditory training, speech reading, and visual communication systems.	SHS 504 SHS 510 SHS 518 SHS 524 SHS 555	Amplification I Amplification II Auditory Rehabilitation Counseling in Communication Disorders Cochlear Implants	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
D3. Determination of candidacy for vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments.	SHS 517	Balance Assessment	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
D4. Treatment and audiologic management of tinnitus.	SHS 520 SHS 523	Auditory Pathologies, Disorders & Otoneurologic Advanced Audiometry	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
D5. Provision of treatment services for infants and children with hearing loss; collaboration/consultation with early interventionists, school based professionals, and other service providers regarding development of intervention plans (i.e. individualized education programs and/or individualized family service plans).	SHS 508 SHS 518 SHS 520 SHS 555	Pediatric Audiology Auditory Rehabilitation Auditory Pathologies, Disorders & Otoneurologic Cochlear Implants	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
D6. Management of the selection, purchase, installation, and evaluation of large-area amplification systems.	SHS 510 SHS 518	Amplification II Auditory Rehabilitation	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
D7. Evaluation of the efficacy of intervention (treatment) services	SHS 504 SHS 510 SHS 518 SHS 555 SHS 589	Amplification I Amplification II Auditory Rehabilitation Cochlear Implants Audiology Grand Rounds	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
Standard IV-E Advocacy/Consultation.				
E1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders.	SHS 508 SHS 510 SHS 517 SHS 518 SHS 524	Pediatric Audiology Amplification II Balance Assessment Aural Rehabilitation Counseling in Communication Disorders	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
E2. Consulting about accessibility for persons with hearing loss and other auditory dysfunctions in public and private buildings, programs, and services.	SHS 508 SHS 510 SHS 518 SHS 524	Pediatric Audiology Amplification II Aural Rehabilitation Counseling in Communication Disorders	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship

E3. Identifying underserved populations and promoting access to care.	SHS 508 SHS 525	Pediatric Audiology Audiology Practice Management	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
Standard IV-F Education/Research/Administration.				
F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services.	SHS 504 SHS 518 SHS 525 SHS 589	Amplification I Auditory Rehabilitation Audiology Practice Management Audiology Grand Rounds	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
F2. Applying research findings in the provision of patient care (evidence based practice).	SHS 502 SHS 504 SHS 508 SHS 510 SHS 518 SHS 523 SHS 555 SHS 589	Basic Audiometry Amplification I Pediatric Audiology Amplification II Auditory Rehabilitation Advanced Audiometry Cochlear Implants Audiology Grand Rounds	SHS 580 SHS 580 SHS 584 SHS 590	Launch to Clinic Clinical Practicum Clinical Internship Audiology Clerkship
F3. Critically evaluating and appropriately implementing new techniques and technologies supported by research based evidence.	SHS 502 SHS 504 SHS 508 SHS 510 SHS 516 SHS 517 SHS 523 SHS 555	Basic Audiometry Amplification I Pediatric Audiology Amplification II Auditory Evoked Potentials Balance Assessment Advanced Audiometry Cochlear Implants	SHs 580 SHS 580 SHS 584 SHS 590	Launch to Clinic Clinical Practicum Clinical Internship Audiology Clerkship
F4. Administering clinical programs and providing supervision of professionals as well as support personnel.	SHS 525 SHS 589	Audiology Practice Management Audiology Grand Rounds	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
F5. Identifying internal programmatic needs and developing new programs.	SHS 525 SHS 589	Audiology Practice Management Audiology Grand Rounds	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship
F6. Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies.	SHS 508 SHS 518	Pediatric Audiology Auditory Rehabilitation	SHS 580 SHS 584 SHS 590	Clinical Practicum Clinical Internship Audiology Clerkship