



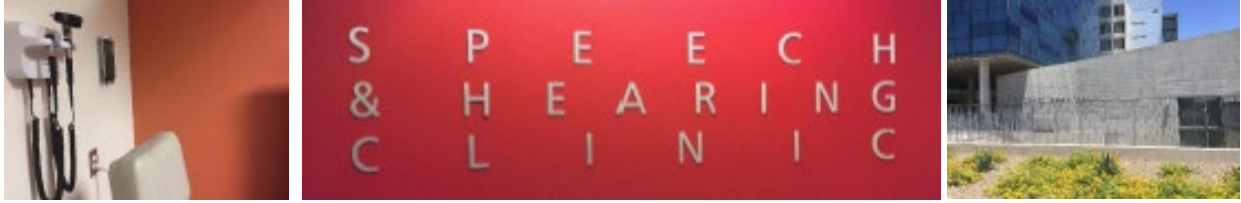
Doctor of Audiology (AuD) Program Handbook

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Welcome to Arizona State University's (ASU) graduate doctoral degree program in audiology. The AuD program is offered through the College of Health Solutions, and is housed at the Tempe Campus. The purpose of this handbook is to provide information that will assist students in navigating the graduate degree program. This Handbook 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. College of Health Solutions, Graduate College, and University policies and regulations are also applicable. Academic and clinical faculty members also are available for advice, guidance, and consultation regarding all academic and clinical requirements, policies, and procedures. Ultimately however, it is the student's responsibility to be informed about all academic and clinical requirements for the AuD program at ASU.

Mission

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

The specific goals for the AuD program are as follows:

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

Program Description This is a full-time, 3-year residential program for post-baccalaureate students that requires 86 credits of coursework and clinical experience. The first three years consist of coursework (3 fall, 3 spring, and 2 summer semesters) covering normal and disordered hearing and balance as well as clinical practicum experiences. The clinical doctorate model at ASU stresses the integration of academic classroom learning with practical experience across a broad spectrum of clinical specialties and

practice environments. All AuD students complete a semester of clinic preparation and observation (SHS 526 Launch to Clinic), minimum of three on-campus, and up to four off-campus clinical rotations.

Satisfactory completion of program requirements will be determined by outcome-based formative and summative assessments completed at the end of the first and the fall of the third year of the program. The successful ASU AuD graduate will have the diagnostic and rehabilitative skills necessary to fulfill the current Scope of Practice in Audiology specified by the American Speech-Language-Hearing Association. An optional, reduced-credit, 4th- year externship for one, two, or three semesters is available to all students. Those wishing to earn the required hours of supervised clinical training for ASHA certification while within the program must complete the externship. The required number of hours are usually earned by the end of the fall semester of the 4th year. Students have the option to graduate at that time or continue with their externship through the spring semester as arranged with their externship site and the university.

The Speech and Hearing Clinic is housed at the Tempe campus. Here, first- through third-year AuD students are trained to provide audiology services under direct supervision of the program's ASHA-certified clinical faculty. Audiology services include comprehensive diagnostic assessment using behavioral and physiologic measures, the dispensing of hearing aids and assistive technology, cochlear implant mapping, vestibular evaluations, and individual and group audiological rehabilitation. These services are provided to members of the general public of all ages and abilities, on a fee-for-service basis, or through direct billing to contracted insurances. Upon graduation, students will have met the standard of excellence set for all graduates, and are thus highly employable; 100% of those seeking employment after graduation have been hired into a variety of settings, from medical centers to private practices to schools.

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.

Archived Handbook Information Students can access previous versions of the Program Handbook on the AuD program's CANVAS site. Fall 2015: AuD POS 2.0 Fall 2016: AuD POS 2.0 Fall 2017-2018: AuD POS 3.0.

AuD Program Faculty and Administrative Staff

ASU AuD Program and Clinic Directors

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

AuD Clinical Faculty

Stephanie Adamovich, M.S., PhD, Clinical Associate Professor, Gallaudet University: Basic audiometry, auditory processing, pediatrics, cochlear Implants, group audiological rehabilitation

Jennifer Gonzalez, AuD, PhD, Clinical Assistant Professor, University of Connecticut: Vestibular assessment, auditory processing

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

Ingrid McBride, AuD, 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.

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

Kristin Samuelson, AuD, Clinical Assistant Professor, AT Still University. Hearing Aids, practice Management

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

Erica Williams, M.S., PhD, Clinical Associate Professor, Arizona State University. Auditory Pathologies and Otoneurologic Applications; Physiological measures of auditory function, Vestibular evaluation

AuD Academic Faculty

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

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

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

Key Administrative Speech and Hearing Science Staff

Naomi Abraha, Clinic Customer Service Specialist

Cecilia Contreras, Business Operations Specialist

Academic Success Coordinator – CHSGrad@asu.edu or 602-496-3300

Dawn Kiesling, Billing Coordinator

Julia (Nicole) Hernandez, Administrative Associate

Tracey Schnick, Manager of Clinic Business Services

Advising and Advisors

Admitted AuD students are assigned a program advisor at the beginning of each year. Advisors may be clinical or research faculty. 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 General Admission Information

Admission requirements & Application Processes

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 a close tie between the academic coursework and clinical practicum assignments. Full-time enrollment assures timely completion of the program. The AuD program accepts a limited number of students each year, and the following minimum criteria have been established to ensure the quality of incoming students:

1. Applicants must possess a baccalaureate degree in communication sciences, disorders/speech and hearing science, or a related field.
2. Students admitted to the AuD program should also have taken courses required as the scientific and research foundations of the profession required for ASHA certification (listed in Table 2).
3. Cumulative GPA of 3.0 or higher (recommended 3.5)
4. Completion of the Graduate Record Examination (GRE), with a minimum of V+Q score of 300 and minimum writing score of 3.5.
5. Career and academic goals consistent with the AuD program mission.

Admissions Status

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

Prerequisite Coursework

Students applying 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.

Table 1. Prerequisite Coursework for the AuD Degree

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

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

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-. 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.

Council on Academic Accreditation (CAA) Scientific and Research Foundations of the Profession

The AuD program accrediting body, the CAA, requires all graduates to complete coursework providing the scientific and research foundations of the profession. 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: CAA Scientific and Research Foundations of the Profession- Recommended Courses

Required Area	Course Title
Life Sciences	BIO 201 Human Anatomy and Physiology
Physical Sciences	PHY 101 Introduction to Physics
Behavioral Sciences	PSY 101 Intro to Psychology
Mathematics	MAT 170 Pre-calculus OR PSY 230 Intro to Statistics

Provisional Acceptance Guidelines

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

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

1. The student must have taken the courses at a CAA accredited AuD program.
2. The courses that will be transferred must be graduate level courses.

3. The student must have obtained a grade of B- or better (or equivalent) in the courses transferred.
4. The 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.

Undergraduate or non-degree students may not take AuD courses for graduate credit at ASU.

Time Limits & Transfer Credits

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

Tuition Costs and Financial Aid

Tuition

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

Financial Assistance

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

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

Graduate students seeking financial aid counseling may contact the main 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/financialaid.

AuD Program Curriculum and Graduation Requirements

Academic Coursework Requirements: 66 credits

- 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)
- 552L: Physiological Measures of Auditory Function (4)
- 555L: Cochlear Implants (4)
- SHS 589: Audiology Grand Rounds (1 credit year one; 1 credit year two) (2)
- Electives (4 credits of any combination of coursework or mentored research or teaching (see below)) (4)

Optional Mentored Experiences (electives)

1. **Optional Mentored Research Experience:** Students in good standing in the AuD program may fulfill their required electives by engaging in research either during the summer semester of their second year or during their third year in the AuD program for one or two semesters. Several levels (Tiers) of research are available to accommodate a range of projects. Interested students must meet with a research mentor to discuss the research options and then complete the AuD Research Mentor Agreement (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. 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 program's research laboratories are available on the Program web site at <https://chs.asu.edu/faculty-research/speech-and-hearing-science>. It is the student's responsibility to initiate the process of meeting with the research mentor prior to the third year and ensuring the Research Mentor Agreement is signed by the research mentor and AuD program director. Some faculty may require a directed reading prior to beginning the research to determine the student's area and level of interest.
 - a. **Tier 1:** This option is appropriate for students wishing to contribute to an ongoing project or engage in an independent study on a particular topic of research. An appropriate outcome measure for this work would be a short paper (3-5 pages, evaluated by the mentor). The student should enroll in 1 credit of SHS 592 per semester and expect to spend 5-10 hours per week engaged in research (lab and/or literature review) and meet with his/her mentor once per week.
 - b. **Tier 2:** This option is appropriate for students wishing to conduct a small scale project similar to a pilot study developed by the student or the mentor. An appropriate outcome measure of this work would be a paper (10-15 pages, evaluated by the mentor) or a poster presentation in the CHS Research Symposium at the end of the year or at a professional meeting. The student should enroll in 2-3 credits of SHS 592 per semester and expect to spend 10-15 hours per week engaged in research (lab and literature review) and meet with the mentor at least once per week.
 - c. **Tier 3:** This option is appropriate for students considering an AuD-PhD degree. This project is typically a larger, original research study similar to that required by first-year PhD students. The outcome measure of this work is typically a presentation to the CHS Research Symposium at the end of the year in addition to a manuscript style paper. 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.

Mentor Responsibilities It is the responsibility of the mentor to make available the necessary resources and to evaluate student performance throughout the semester. Prior to starting the research, both the student and the mentor should be clear about the expected workload and outcome measures (use the Tiers as a guide). Regardless of the Tier, this research option should be considered by the mentor as equivalent to an independent study.

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

Prior to starting the research project, the student, the faculty research advisor, and the AuD Program Director will sign the Mentored Research Agreement (See Appendix A). 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.

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

Clinical Training Requirements: 20 credits 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 ASU 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 in the ASU 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 their skills are at a sufficient level for an external clinical rotation. 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 may complete an optional full-time residency placement for one, two, or three semesters in an approved regional or national facility. The number of hours accrued will depend on the number of the number of semesters of externship. Registration for the Audiology Clerkship (SHS 590) is for 1 credit each semester including summer. The program's Clinical Externship Coordinator will facilitate the Audiology Clerkship for each student.

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.

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.*

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 4-week audiological 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 to 3 days per week over the 8-week summer session

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 (optional)	1
	Fall	SHS 590	Audiology Clerkship (optional)	1
	Spring	SHS 590	Audiology Clerkship (optional)	1

Satisfactory Academic Progress

Overall GPA and Course Grade Minimums

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

1. Maintain a 3.0 or higher grade point average each semester. Failure to maintain a cumulative 3.0 GPA will result in student being placed on academic probation and can lead to dismissal from the program.
2. Earn no more than two unsatisfactory grades 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)]. After the first instance of unsatisfactory performance, the student may retake the course if desired, but is not required if the minimum 3.0 GPA is maintained.
3. Receive no more than one incomplete in a given semester.
4. Receive a passing score all formative/summative assessments (e.g. first and third year exams) within the assessment timeframe.
5. A score >170 on the National Praxis exam

Incomplete Grades

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

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

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

Clinical Rotation Grade Minimums To demonstrate satisfactory clinical performance, graduate students pursuing the AuD degree will be expected to:

- 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.

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 faculty with the final approval of the AuD Program Committee. A student who withdraws ("W") from a clinical rotation usually receives credit for clinic hours if the student was otherwise performing at a passing level up to the date of the withdrawal unless there are extenuating

circumstances. This decision is made by the 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.

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

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

1. First-Year Exam

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

2. Third Year Exam

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

3. Praxis Exam

All students pursuing an AuD degree at ASU must take and pass the National Examination for Speech-Language Pathology and Audiology (NESPA), which is one of the Praxis Series of exams administered by the Educational Testing Service (ETS). Information regarding the Praxis examination in audiology is available at <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 Program 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 Program. Students are, therefore, advised to plan the time at which they will take the exam accordingly. When registering for the test, students must request that scores be sent to the Program of Speech and Hearing Science at Arizona State University. Students who do not have official Praxis scores on file in the program office are viewed as deficient with regard to completion of graduate requirements and will not be allowed to graduate until such scores are submitted.

Graduation Requirements The AuD degree will be awarded upon successful completion of course work, the two formative assessments, clinical practicum, and the National Praxis examination. At the completion of the program, the Director of the Audiology Clinic and the AuD Program Director will verify satisfactory completion of degree requirements and the achievement of the required competencies.

- 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 at least 20 semester credit hours of supervised clinical experience.
- 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 850 hours of supervised clinical experience

Prior to graduation, the following information will be reviewed by the program. 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 >170 was submitted to the program 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.

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

Forms for AuD Program

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

See Appendix C for Program of Study 3.1. This applies to the 2019 cohort.

Student Code of Conduct and Academic Integrity

ASU Student Code of Conduct Summary

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

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

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

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

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

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

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

It is very important that students check with their research advisor is applicable well in advance of data collection to ensure compliance with university regulations regarding the collection of research data.

Please see the section of this guide titled “Research Involving Human and Animal Subjects.” [ASU Graduate Policies and Procedures PDF](#) (revised November 13, 2017).

This Handbook is not meant to be an exhaustive collection of all policies at Arizona State University. Students also should review the ASU [Graduate Policies and Procedures](#), which is the final authority regarding University policies on graduate programs. Some of the information provided in the Handbook also is available on the Program’s [website](#). If additional questions and concerns arise that are not formally addressed in these sources, each student should consult with their program advisor.

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

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

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

University and AuD Program Procedures and Policies

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

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

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

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

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

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

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

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

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

Request to Maintain Continuous Enrollment Graduate students planning to discontinue registration for a semester or more must submit a [Request to Maintain Continuous Enrollment form](#). This request must be submitted and approved before the anticipated semester of non-registration. Students may request to maintain continuous enrollment without course registration for a maximum of two semesters during their entire program.

Having an approved *Request to Maintain Continuous Enrollment* by Graduate College will enable students to re-enter their program without re-applying to the university. Students who do not register for a fall or spring semester without an approved Request are considered withdrawn from the university under the assumption that they have decided to discontinue their program. Students removed for this reason may reapply for admission to resume their degree program; the application will be considered along with all other new applications to the degree program.

A student with a Graduate College approved *Request to Maintain Continuous Enrollment* is not required to pay tuition and/or fees, but in turn is not permitted to place any demands on university faculty or use any university resources. These resources include university libraries, laboratories, recreation facilities or faculty time.

ASU AuD Program Dismissal Criteria

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 first- or third- year exam.
- A single violation of academic integrity.
- For seriously compromising the relations of the AuD Program with the public.
- For breaches of ethical judgment or professional responsibility.
- For serious instances of personality or character traits inappropriate for the professional roles for which the student is attempting to prepare.
- Periods of absence during a semester without the endorsements of the student's graduate advisor or committee.

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.

Withdrawal from Clinical Rotation 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 program's Clinical Externship Coordinator and Director of the Audiology Clinic.

Student Grievance Procedures

General Appeals

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

- Grade related appeals should first begin by having a discussion with the instructor in question. If the issue remains unresolved the student may submit an appeal to the Program Director and Academic Program Lead for their respective degree program. If the issue remains unresolved the student may then appeal to the College of Health Solutions Academic Standards and Student Grievance Committee.
- Non grade related appeals should begin with a discussion between the student and instructor. If the matter remains unresolved the student may then petition their case to the College of Health Solutions Executive Director of Student Success.
- For additional information, including the appeal form, please email CHSGrad@asu.edu or call 602-496-3300.

Appealing Dismissal from the Doctor of Audiology Program

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

Program Grievances

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

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

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

Program and University Resources

AuD Program Forms and Important Academic and Clinic Information

Located on AuD Program Canvas site.

Student Associations

Student Academy of Audiology, Advisors Erica Williams and Mollie Harding National Student Speech-Language-Hearing Association, Advisor Myra Schatzki

[Graduate and Professional Student Association](#)

Student Support Services

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

[Counseling Services](#)

[Student Health Services](#)

[ASU Wellness & Sundevil Fitness Center](#)

[Campus Safety](#)

[Disability Resource Center \(DRC\)](#)

[Pat Tillman Veteran's Center](#)

[International Students and Scholars Center](#)

[Campus Amenities](#)

Business and Financial Services

[Parking & Transit](#)

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

[Student Business Services](#)

University Level Contact information

[Office of University Provost](#)

[Graduate College](#)

[University Technology Office](#)

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

REQUIRED COURSEWORK AND CLINICAL TRAINING- AUD PROGRAM OF STUDY 3.1					
		Fall (Year 1)	Credits	Spring (Year 1)	Credits
		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 On-Campus Clinic 1	2
				589 Grand Rounds	1
		<i>First-Year Exam</i>			
Summer (Year 1)	Credits	Fall (Year 2)		Spring (Year 2)	
505 Survival Sign Language	2	516L Auditory Evoked Potentials	4	555L Cochlear Implants	4
580 On-Campus Clinic 2	3	520 Aud Pathologies & Otoneurologic Apps	4	510 Amplification II	3
		508 Pediatric Audiology	3	500 Research Methods	3
		580 On-Campus Clinic 3	3	584 Clinic Internship (Off-Campus) 1	3
				589 Grand Rounds	1
Total	5	<i>File your Plan of Study (iPOS)</i>			
Summer (Year 2)		Fall (Year 3)		Spring (Year 3)	
524 Counseling in Com Dis	2	525 Practice Management	3	523 Advanced Audiometry	3
584 Clinic Internship (off-campus) 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 (Off-Campus) 3	3	584 Clinic Internship (Off-Campus) 4	3
		<i>Third-Year Exam (ASHA)Praxis Examination>170score</i>			
*Elective may be taken during the summer				TOTAL	86
FLEXIBLE CLINICAL TRAINING					
Summer (3)		Fall (4)		Spring (4)	
590 Audiology Clerkship	1	590 Audiology Clerkship	1	590 Audiology Clerkship	1
Total	1	Total	1	Total	1

TOTAL

87-89

General Guidelines (see checklist for specific information)

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

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

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

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

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

General

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

Specific:

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

Expected participation each week (# of hours) _____

Start date: _____; End date: _____

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

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

Student

Date

Mentor

Date

AuD Program Director

Date

APPENDIX C: AUD OPTIONAL MENTORED TEACHING EXPERIENCE DESCRIPTION AND EXPECTATIONS

Description

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

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

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

Scope of the Mentorship

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

- Syllabus design and construction
- Lecture design and construction
- Formal examination design and construction
- Homework design and construction
- Lab/practicum design and construction
- Policies and procedures for formal examinations/papers/practica
- Constructing and implementing grading rubrics
- How to detect and deal with issues of academic integrity
- Class management (small and large classes)
- Professional academic practices
- Public speaking (lectures)
- 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 AuD Program Director will sign the Mentored Teaching Agreement. This form may be obtained from the student's advisor, teaching mentor, or the AuD Handbook. The original, signed agreement will be placed in the student's academic file. Failure to complete the work or meet agreed expectations can result in an incomplete or failing grade for the semester.

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

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

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

General

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

Specific:

This course meets on:

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

Expected participation each week (# of hours):

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

Student Date

Mentor Date

Director of AuD Education

Date