

**AUBURN UNIVERSITY
DEPARTMENT OF SPEECH,
LANGUAGE, AND HEARING
SCIENCES**

DOCTOR OF AUDIOLOGY PROGRAM

**STUDENT HANDBOOK
OF POLICIES AND PROCEDURES**

Revised August 2020

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INTRODUCTION

The Department of Speech, Language, and Hearing Sciences offers a professional degree in audiology (AuD). This program, which is in the Graduate School, adheres to the minimum regulations of the Graduate School, in addition to unique requirements specific to clinical preparation in audiology.

The Handbook of Policies and Procedures is available on the Department of Speech, Language, and Hearing Sciences website:

(www.cla.auburn.edu/communicationdisorders/audiology/). The Handbook should be read by all students pursuing the Doctor of Audiology (AuD) degree at Auburn University.

The purposes of the Handbook include:

- describing the academic and clinical practicum requirements for obtaining a Doctorate of Audiology degree from Auburn University;
- describing the academic, clinical and professional requirements for obtaining the Certificate of Clinical Competence (CCC) in audiology from the American Speech-Language-Hearing Association (ASHA) and for satisfying Alabama state licensure requirements in Audiology;
- providing various forms for use at different stages of the program and instructions for completing these forms;
- providing a copy of the Code of Ethics of the American Speech-Language-Hearing Association.

It is expected that all students will read this Handbook. Students should consult with their advisor, other audiology faculty members, and the Department Chair regarding course scheduling, practicum experiences, and other requirements.

PROGRAM DESCRIPTION

The Department of Speech, Language, and Hearing Sciences at Auburn University offers the Doctorate of Audiology (AuD) degree. The program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association and is designed for students to meet all academic and clinical practicum requirements for ASHA certification in Audiology.

The AuD program at Auburn University requires 124 semester hours. The program includes two years of academic and clinic work on-campus, a third year with both on-campus academic requirements and off-

campus clinical placements, and a final year of clinical residency at an audiology practice (i.e. hospital, physician's office, VA clinic, etc.).

It is expected that the AuD students will take all required academic and clinical courses. All first and second year students must enroll in clinical practicum each semester. During the third year, students enroll in clinical internship, engaging in clinic experiences at department-approved, off-campus locations three days each week. AuD students will enroll in clinical residency during the last two semesters of the program. This is a full-time practicum experience at a department-approved, off-campus location.

After completion of the first five semesters, AuD students must successfully complete comprehensive examinations, in order to continue in the program. These examinations are described in more detail later in the Handbook.

In addition, each student's performance and progress in the program will be monitored by the audiology faculty on an on-going basis. If one or more faculty member(s) has a concern about a student's academic and/or clinical performance or adherence to the Technical Standards, the member will express the concern, and the issue will be discussed by audiology faculty during an AuD faculty meeting. If the majority of faculty concurs with the issue, the Department Chair will send a letter to the student, describing the concern(s) and necessary change(s) to resolve the issue. The student has the right to request a meeting with the Chair and a member of the Advisory Committee to discuss the concern(s). Pending the outcome of the meeting, the student's progress will be monitored to ensure resolution. Upon recommendation of the faculty and with approval of the Department Chair, if the issue(s) is(are) not resolved satisfactorily in a timely manner, a second warning or dismissal from the program may occur. These standards are described in more detail later in the Handbook. Only students who have completed all requirements as described in this document will be allowed to participate in the graduation ceremony and related activities.

PRE-REQUISITES

Students with an undergraduate degree in Communication Disorders can usually complete the Doctor of Audiology program in four academic years. The required course of study for students without an undergraduate degree in Communication Disorders will be determined by the audiology faculty with approval of the Department Chair. This course of study, which may or may not include taking

undergraduate prerequisites, is designed to meet objectives on the ASHA Knowledge and Skills Acquisition (KASA) form. The KASA summary form is used to assess student progress in meeting academic and clinical practicum requirements for the ASHA CCC-A. Taking additional courses may lengthen the time necessary to complete the program. Students admitted to the AuD program with backgrounds in areas other than Communication Disorders are strongly advised to take undergraduate pre-requisite courses in the summer prior to the first semester of the program.

These students may be advised to enroll in one or more of the following courses:

- SLHS 4520 Language Acquisition
- SLHS 3410 Phonetics

COURSE CURRICULUM

The Auburn University Graduate School has approved the Doctor of Audiology program and the curriculum, which has been developed as a lock-step sequence of courses. In fall 2013, Auburn University introduced Auburn DegreeWorks, an on-line program to track and audit the student’s academic progress in the AuD program. Therefore, a plan of study, typically required by the Graduate School, is not necessary.

Each student will follow the schedule of SLHS course offerings, listed below. Every attempt will be made to offer the courses set forth in this schedule; however, course offerings each semester are subject to the availability of faculty, funds, and student enrollment.

Fall 1	Spring 1	Summer 1
SLHS 8100 Hearing Science SLHS 8110 Auditory Physiology SLHS 8120 Audiology Clinical Methods SLHS 8800 Neurological Bases of Communication Disorders SLHS 8910 Clinical Practice in Audiology	SLHS 8200 Diagnostic Audiology SLHS 8210 Medical Aspects of Hearing Disorders SLHS 8220 Amplification I SLHS 8320 Clinical Applications of Amplification SLHS 8910 Clinical Practice in Audiology	SLHS 8300 Central Auditory Processing SLHS 8310 Aural Rehabilitation SLHS 8570 Evaluation of Research in Audiology SLHS 8910 Clinical Practice in Audiology SLHS 8980 Capstone Project
Fall 2	Spring 2	Summer 2
SLHS 8400 Pediatric Audiology SLHS 8420 Amplification II SLHS 8430 Clinical Application of Diagnostic Audiology SLHS 8600 Balance Disorders SLHS 8910 Clinical Practice in Audiology SLHS 8980 Capstone Project	SLHS 8410 Aural Habilitation SLHS 8500 Electro-physiological Procedures in Audiology SLHS 8510 Clinical Application of Balance Assessment SLHS 8810 Private Practice SLHS 8910 Clinical Practice in Audiology SLHS 8980 Capstone Project	SLHS 8520 Hearing Conservation SLHS 8610 Implant Technology SLHS 8650 Advanced Audiometry SLHS 8700 Professional Issues SLHS 8910 Clinical Practice in Audiology SLHS 8980 Capstone Project

Fall 3	Spring 3	Summer 3
SLHS 8620 Outcome Measures SLHS 8920 Clinical Internship SLHS 8950 Audiology Grand Rounds SLHS 8980 Capstone Project	SLHS 8630 Counseling SLHS 8920 Clinical Internship SLHS 8950 Audiology Grand Rounds	SLHS 8920 Clinical Internship SLHS 8950 Audiology Grand Rounds
Fall 4	Spring 4	
SLHS 8940 Clinical Residency	SLHS 8940 Clinical Residency	

The Department of Speech, Language, and Hearing Sciences requires knowledge of and competence in the research process. To meet this requirement, students must take SLHS 8570 (Research in Audiology) and complete a Capstone Project (SLHS 8980).

Courses are designed to meet the knowledge and skills, as specified in the ASHA KASA outcomes. Each syllabus clearly describes learning outcomes for a course, and the methods with which students will be evaluated to meet these learning outcomes. To ensure fairness across all students, syllabi indicate that even students with A's may merit remediation. The instructor of record submits the status of KASA outcomes for the course (documented in CALIPSO program; <https://calipsoclient.com>) as: "met", "in progress", "in remediation". Students are notified within seven days of course completion if they require remediation for KASA outcomes. Students who are given a remediation plan have a deadline of two weeks to complete specific assignments. Students have the right to discuss issues with the department chair if they feel that the remediation is unwarranted.

STUDENT DEPARTMENT FILES

Throughout the student's program, the student and the advisor must insure that proper documentation is maintained to verify (in the future) compliance with ASHA regulations and state licensure. Periodically, throughout the program, faculty will verify that all necessary paperwork and documentation are contained in the student's departmental file. As the department transitions to CALIPSO (Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office-Operations), student files will be maintained.

At a minimum, the file must contain the following:

- Undergraduate transcripts;

- Grade sheets for each semester of graduate study (in lieu of transcript) (Note: transferred graduate credit from another institution requires a transcript on file);
- Documentation of 25 hours of supervised observation of clinical practicum;
- Signed practicum hours with supervisor's name, ASHA number, and site, for each semester (Note: obtain copies of clinical hours from other institutions, if necessary).

GRADES

To receive a graduate degree at Auburn University, a student must earn at least a cumulative GPA of 3.0 on a 4.0 scale in all courses carrying graduate credit. Only grades in Auburn University SLHS courses and other related courses approved for graduate credit by the program faculty will be used in determining the overall GPA for continuation in the graduate school.

In addition, if a student earns a final grade of "C" in SLHS 8910 Clinical Practicum during the summer semester of the second year of the program, the student cannot enroll in SLHS 8920 Clinical Internship during fall semester of the 3rd year and will not be placed at an off-campus clinical site. The student will be assigned to a clinical practicum site, determined at the discretion of the audiology faculty.

No grade below "C" (including unsatisfactory grades for courses taken under the S/U option) is acceptable for credit toward a graduate degree. If a student earns an "unsatisfactory" grade in SLHS 8920 Clinical Internship or SLHS 8940 Clinical Residency, the student can not include practicum hours for that semester in the cumulative clinical hours summary. Each graduate course, in which a grade below "C" (or unsatisfactory) is received, must be repeated at Auburn University. This will delay graduation from the Doctor of Audiology program. Both the original grade and the grade for the repeated course will be counted in calculating the Cumulative Graduate Grade Point Average (CGGPA).

Students must maintain a grade point average of 3.0 or greater each semester. If the cumulative graduate grade point (CGGP) average falls below a 3.0, the student will be placed on academic probation per the Auburn University Graduate School. The student will have the next 11 credit hours or 2 consecutive semesters, whichever comes first, to improve the GPA to 3.0 or better. If a student does not successfully improve the cumulative graduate GPA to at least 3.0 during that time period, he/she will be placed on academic suspension, per the Graduate School. Students on academic suspension are not allowed to hold graduate

research or graduate teaching positions during this time period. Students on academic suspension must also complete a remediation plan that is approved by the department audiology faculty and the Dean of the Graduate School. If the student fails to successfully complete the remediation plan or the CGGPA remains below 3.0, the student will be dismissed from the program.

<http://bulletin.auburn.edu/thegraduateschool/academicprogress/>

COMPREHENSIVE EXAMINATION

The comprehensive examinations, covering eight topic areas, are administered during final's week of the fall semester of the third year of the program. The comprehensive examinations are typically administered over the course of two days. The comprehensive examinations are written tests designed to assess the student's ability to integrate and apply knowledge gained through the student's course of professional study. The exam consists of questions on the following topic areas:

Diagnostic Audiology
Medical Aspects
Amplification
Balance Disorders
Electrophysiology
Pediatric Audiology/Habilitation
Aural Rehabilitation
Anatomy and physiology

Students' responses for each topic are read and graded independently by two faculty members within two weeks after completion of the comprehensive exams. Each faculty assigns one of the following grades for each question on the comprehensive examination: **Satisfactory**, **Conditional Satisfactory**, and **Unsatisfactory**.

Faculty will apply a grading rubric to assess the student's response to each question/topic area. A grade of "5" (excellent) indicates clear, consistent understanding of the information/data. A grade of "4" (acceptable) indicates the student demonstrated reasonably consistent competence with a few minor errors. A grade of "3" (conditional) indicates the student demonstrated insufficient or incomplete understanding of the topic area. A grade of "2" (marginal) indicates the student demonstrated incompetence in several key topic areas. A grade of "1" (inadequate) indicates the student demonstrated overall incompetence in the specific topic.

Grades of "4" and/or "5" result in outcome of **Satisfactory**, which indicates that the student's response was accurate, complete, and thorough. A satisfactory grade is interpreted as the equivalent of "excellent" or "acceptable"; for example, the student demonstrated clear, consistent, and comprehensive understanding of the topic throughout the response. Students who receive a **satisfactory** grade on all topics/questions will be allowed to continue in the program.

A rating of "3" results in a grade of **Conditional Satisfactory**, which indicates that, in general, the student's response was satisfactory, but some critical information or data were omitted or inaccurate. Students who receive a **Conditional Satisfactory** for any topic/question, are required to schedule a meeting with the primary faculty member, within two weeks of receiving written examination results, to review and discuss their responses and to receive feedback and additional information on the specific topic area(s). The primary faculty member will inform the student and Comprehensive Examination Chairperson when the student has demonstrated understanding required for satisfactory status on the topic area(s). These meetings will not conflict with the scheduling of oral examinations.

Grades of "2" and/or "1" results in **Unsatisfactory**, which is interpreted as the equivalent of "marginal" or "inadequate" performance; for example, demonstrating insufficient understanding of the topic area. If a topic is deemed **unsatisfactory**, an oral examination in that area will be administered with two faculty members and the student, at least two weeks after completion of the comprehensive examination. The student must take a period of at least two weeks per topic area to study prior to taking each required oral examination. The student must meet with the primary faculty member for directions on remediation of that topic area (e.g. readings, reviewing class notes, etc.). When the student passes the oral examination(s), the student will continue in the program.

If five or more topic areas are graded as **unsatisfactory**, the student will **NOT** be allowed to complete five or more oral examinations by the end of spring semester of the third year of the program. The student must take a period of at least two weeks to study per topic area prior to taking each required oral examination. This **WILL** delay the start of the student's fourth year residency. The student must successfully complete and pass all oral examinations before the mid-semester drop date of the summer semester of the third year in order to proceed to the fourth year residency, depending upon the externship site approval, which should not delay graduation. **If the student has not cleared all oral examinations by the mid-semester drop date of the summer semester of the third year, the student**

then **MUST drop the SLHS 8940 Clinical Residency course**. This **WILL delay** the student's graduation by at least one semester.

If an oral examination is deemed ***unsatisfactory***, the student will be given another written examination in the same area. The written examination(s) will **NOT** take place until the student has completed all oral examination(s). The written examination(s) will **NOT** be scheduled until two weeks after the completion of the student's last oral examination. When the student passes the second written examination(s), the student will continue in the program. If the oral and second written examination are deemed ***unsatisfactory***, the student will be dismissed from the program.

CAPSTONE PROJECT

All students will be required to complete a capstone project supervised by a capstone project primary advisor (with level 1 graduate faculty status). Students or project advisors may choose to have a secondary advisor for capstone projects (with or without level 1 graduate faculty status). No advisor may be the primary supervisor on more than 3 capstone projects per graduating class. Each student will enroll in SLHS 8980 during fall, spring and summer semesters of the third year. In order to successfully complete the outcomes for SLHS 8980, the student must follow the following procedures and deadlines.

Summer Semester 1st year

- Faculty will visit SLHS 8910 or SLHS 8570 to discuss research lines with students to begin selecting their capstone advisor(s).
- The student will finalize their capstone advisor(s) and select a topic by the end of June.
- The student will submit a written capstone proposal form to the capstone advisor and the department chair by the end of July.
 - The proposal will be reviewed by the next audiology faculty meeting.
 - When approved, a copy of the approved proposal will be placed in the student's permanent file.

Fall Semester 2nd year

- The student will complete the literature review section of the written document on the selected topic and submit it to the capstone advisor by the end of October
- The student will complete the method section of the written document on the selected topic and submit it to the capstone advisor by the end of November
- The student will submit the IRB application, if required, by the end of the semester

- The IRB application must be submitted to and approved by the capstone advisor prior to submitting the application to the IRB committee

Spring Semester 2nd year

- The student should ensure the IRB application has been approved
- Once the IRB application has been approved, the student must begin data collection
- The student will complete the introduction and justification sections of the written document on the selected topic and submit it to the capstone advisor by the end of January

Summer Semester 2nd year

- The student will complete data collection and analyze results

Fall Semester 3rd year

- The student will complete the results and discussion sections of the written document on the selected topic and submit it to the capstone advisor by the end of October
- The student will notify the capstone advisor in writing where the capstone will be submitted for presentation/publication by the end of November

Spring Semester 3rd year – Spring Semester 4th year

- The student will submit the capstone project for presentation/publication and submit proof of submission to the capstone advisor.
- **Graduation WILL BE delayed if all capstone requirements have not been met by the end of the semester of the spring semester of the 4th year**

Writing Requirements

- The student will prepare the written documentation
 - Written document should be 20-30 pages (not including the title page, reference page or appendices) and in the most current version of the American Psychological Association Style. Document should be double spaced in 12 point font with 1 inch margins.
 - Format should include:
 - Title Page
 - Abstract
 - Introduction
 - Literature review
 - Justification for project

- Methods
- Results
- Discussion
- References
- Appendices
- The student will complete the written document on the selected topic and submit the document to the capstone advisor by the end of the semester
- The student will submit the capstone project for presentation/publication and submit proof of submission to the capstone advisor by the end of the semester

Note on Deadlines: Students may submit items prior to the set deadlines. Requests for an extension of a set deadline must be submitted to the capstone advisor at least 10 business days prior to a set deadline for consideration. Extensions may be granted on a case by case basis and the student must demonstrate an acceptable hardship for not meeting the assigned deadline. Acceptable hardships include but are not limited to a documented illness, a death in the immediate family, difficulty recruiting participants despite best efforts, or equipment malfunction.

The format of the capstone project may be an experimental study, a descriptive study, or a systematic review. It is expected that the written documentation of the capstone project will be submitted to a peer-reviewed professional journal, a poster presentation at a professional meeting (state, regional, national, or international), and/or a podium presentation at a professional meeting. In addition, students will present their capstone projects to faculty at a time to be designated by the audiology faculty. Written documentation of the final project will be retained in the Departmental library.

A student will earn a grade of "A" through "F" for every semester enrolled in SLHS 8980. The following grade rubric will apply to all SLHS 8980 classes:

"A" – All portions of the capstone project assigned during the semester were completed and submitted by the given deadlines

"B" – All portions of the capstone project assigned during the semester were completed, but one or more portions were not submitted by the given deadlines

"C" – One portion of the capstone project assigned during the semester was not completed, regardless of whether the deadlines were met on time or not for the semester

"D" – Two or Three portions of the capstone project assigned during the semester was not completed, regardless of whether the deadlines were met on time or not for the semester

“F” – Failure to complete any portion of the capstone project assigned during the semester

If the capstone work is NOT completed or is deemed unacceptable by the end of summer semester of the third year, a grade of "Incomplete" will be assigned. The student must complete all requirements of the capstone project within six months or will receive a failing grade per the Auburn University Graduate School regulations.

TECHNICAL STANDARDS

The AuD program strives to provide students with the knowledge and skills necessary to become competent, qualified, and caring practitioners. In addition to academic and clinical requirements, students are expected to acquire behaviors and attributes, which are essential to function as a clinical audiologist. These essential standards include communication skills, observation skills, psychomotor skills, cognitive abilities, and behavioral/social skills. Prior to applying to the program, students should determine if they can meet these standards (with or without accommodations).

Communication Skills

A student must possess communication skills to:

- communicate proficiently in both written and oral English;
- communicate professionally and intelligibly with patients, faculty, colleagues, other healthcare professionals, community groups, or professional groups;
- communicate accurately, effectively, and legibly on patient documentation, reports, and scholarly papers;
- demonstrate non-verbal communication, which is appropriate for culture sensitivity and situation.

Sensory/Observation Skills

A student must possess sensory skills of hearing, vision, and touch to:

- visualize and identify anatomical structures;
- visualize and identify text, numbers, tables and graphs associated with diagnostic instruments, electroacoustic devices, written information and tests;
- accurately observe patient's activity and behavior during assessment;
- accurately monitor, through visual and auditory modalities, equipment; displays and controls (including hearing aids) used for assessment and treatment.

Psychomotor Skills

A student must possess motor skills to:

- sustain the physical health and stamina to complete the program in audiology;
- participate in classroom activities and clinical assignments;
- complete required tasks, both in the classroom and in the clinical environment;
- manipulate equipment in a safe and effective manner;
- respond quickly to provide safe environment for patients in emergency situations;
- access non-public transportation to clinical and academic placements.

Intellectual/Cognitive Abilities

A student must possess cognitive abilities to:

- comprehend, acquire, synthesize, integrate and apply a large body of written and verbal information, sufficient to meet curricular and clinical requirements;
- think critically, to make sound clinical judgments, in accordance with accepted clinical standards of care, and to solve complex problems;
- reflect on and evaluate academic performance and clinical skills in order to identify strengths, weaknesses, and limits of one's own knowledge and abilities;
- identify and utilize resources in order to successfully change, improve, and increase one's knowledge and skills.

Behavioral/Social Skills

A student must possess behavioral qualities to:

- sustain emotional health sufficient to carry out required tasks;
- behave in a professional, reliable, responsible, and respectful manner with patients, faculty, classmates, and other healthcare professionals;
- be sufficiently flexible to successfully function in changing and uncertain academic and clinical situations;
- demonstrate ability to successfully cope with emotionally, physically, or intellectually challenging and stressful situations;
- accept and act positively in response to constructive criticism;
- adhere to the Code of Ethics of the American Speech-Language-Hearing Association;
- adhere to the Code of Ethics of the American Academy of Audiology.

Technical Standards, as described above, must be met throughout the AuD program. If issues arise, the faculty will express the concern, and the issue will be discussed by audiology faculty during an AuD faculty meeting. If the majority of faculty concurs with the issue, the Department Chair will send a letter to the student, describing the concern(s) and

necessary change(s) to resolve the issue. Specific examples, in which the student's limitations interfered with the academic and/or clinical performance, will be provided. Resources may be suggested to the student for appropriate intervention. The student has the right to request a meeting with the Chair and a member of the Advisory Committee to discuss the content of the letter. Pending the outcome of the meeting, the student's progress will be monitored to ensure resolution. Upon recommendation of the faculty and with approval of the Department Chair, if the issue(s) is not resolved satisfactorily in a timely manner, a second warning may occur or the student may be denied permission to continue in the audiology program.

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION CERTIFICATION REQUIREMENTS

All individuals, whose applications for certification are postmarked after January 1, 2012, must meet the 2012 Standards for the Certificate for Clinical Competence in Audiology. An individual may submit an application after required coursework and practicum have been completed, and the doctoral degree has been received from a CAA-accredited academic program. Once certification has been applied for, applicants have 2 years in which to complete the certification process, which includes passing the Praxis exam. The AuD program at Auburn University has been designed to meet all of the requirements for clinical certification.

The applicant must maintain documentation of academic coursework (i.e. transcripts), practicum hours, and practicum supervision verified by the program. Individuals who hold the Certificate of Clinical Competence (CCC) in the appropriate area of practice must provide the supervision. This documentation must demonstrate that the applicant possesses the knowledge and skills delineated in Standard IV of the 2012 Standards and the KASA summary form (www.asha.org/aud/). Practicum hours will be documented on the "Semester Summary of Supervised Practicum in Audiology" form, which is completed at the end of each semester and provides a cumulative documentation of participation in various clinical activities (i.e. Auburn University, hearing aid walk-in clinic, Children's Rehabilitation Service, Auburn University Montgomery, etc.).

Clinical practicum is defined as clinical experience approved by an academic program. Acceptable clinical practicum experiences include clinical activities and administrative duties directly related to patient care. Clinical practicum is designed to foster the continued growth and integration of the knowledge and skills required for the practice of audiology. Students shall participate in practicum only after it has been determined that they have sufficient preparation to qualify for these

experiences. Students must obtain a variety of clinical practicum experiences in different work settings and with different populations in order for the applicant to demonstrate skills across the scope of practice in audiology.

Supervision must be sufficient to ensure the welfare of the patient in accordance with the ASHA Code of Ethics (www.asha.org/aud/). Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence. The amount of supervision must also be appropriate to the student's level of training, education, experience, and competence.

According to the 2012 ASHA Standard I (Degree), applicants must have a doctoral degree. The course of study must address the knowledge and skills necessary to independently practice in the profession of audiology.

According to the 2012 ASHA Standard II (Education Program), the graduate degree must be granted by a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). Auburn University is regionally accredited by the Southern Association of Colleges and Schools (SACS). Auburn University is professionally accredited by the CAA for the AuD program and the Master's degree in Speech-Language Pathology program.

According to the 2012 ASHA Standard III (Program of Study), applicants for certification must complete a program of graduate study that includes academic course work and a minimum of 1820 hours of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes stipulated in Standard IV (www.asha.org/aud/). AuD students will complete coursework prior to clinical internship. In addition, students will complete clinical internship (SLHS 8920, 3 semesters, 15 credit hours) and clinical residency (SLHS 8940, 2 semesters, 12 credit hours).

According to Standard IV (Knowledge and Skills Outcomes), applicants for certification must have a foundation of prerequisite knowledge and skills. Applicants for certification must have acquired knowledge and developed skills in six areas: foundations of practice, prevention/identification, assessment, (re)habilitation, advocacy/consultation, and education/research/administration

According to Standard V (Assessment), applicants for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard IV by means of both formative and summative

assessments. The applicant must meet the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills. The student must pass the following summative assessments: a) comprehensive examinations in the summer semester of the second year of the AuD program and b) ASHA national exam (PRAXIS) in audiology.

NATIONAL EXAMINATION IN AUDIOLOGY

The Praxis II Examination in Audiology is an integral component of ASHA certification standards. The development of the exam is commissioned by ASHA and facilitated by the Educational Testing Service (ETS) to provide a system of thorough, fair, and carefully validated assessments. The national examination in audiology is designed to assess, in a comprehensive fashion, the applicant's mastery of knowledge of professional concepts and issues to which the applicant has been exposed throughout professional education and clinical practicum. The audiology Praxis exam is comprehensive; the blueprint for the exam is derived from the ASHA audiology certification standards. The current passing score is 170.

Individuals should register directly with ETS for the date and location that best meets one's needs. Information is available via the website www.ets.org/praxis/register.

The last national paper administration was completed on Saturday, June 7, 2014, and paper delivery of Praxis tests was discontinued on September 1, 2014. Beginning September 2014, only Praxis II exam in audiology (test code 5342) via computer will be available.

Students should indicate that their PRAXIS scores be sent to ASHA (select 5031) and to the SLHS department at Auburn University (select 0007). These scores are an important part of the department's self-study and accreditation processes. It is imperative that all students have scores sent to the department!

GRADUATE ASSISTANTSHIPS

A variety of assistantship options are available for Au.D. students to help subsidize their education. Some of the positions are within the department while others are provided by contracts and grants through external agencies. Assistantships can be 1/4 time or 1/3 time positions that, according to the University, require 10 or 13.3 hours of work per week, respectively. Duties vary, but may include assisting faculty with research responsibilities or working in the hearing aid dispensary. Assistantships are awarded by the Admissions and Assistantship Committee. The student receiving an assistantship is provided a letter in the form of a contract, which specifies duties, work hours per week, time period duration of

assistantship, mention of Graduate School tuition waiver (if applicable), reimbursement rate, and any other particulars of the specific award.

Students are evaluated at the end of each semester by their supervisor. It should be noted that good performance is necessary for continuation throughout the period of the assistantship.

Occasionally, faculty are awarded grants that provide assistantship positions. In this case, the individual faculty member, in consultation with the Admissions and Assistantship Committee, selects student(s) for these special positions.

STUDENT SERVICES

The mission of the Office of Accessibility is to work collaboratively with students, faculty, staff, and community to reduce barriers, creating a more usable, accessible campus and learning environment. To achieve this goal, the program utilizes reasonable academic accommodations, assistive technology, support services, and student, faculty, and staff training.

Any student with a documented disability which requires reasonable accommodations and services should contact the Office of Accessibility at 1228 Haley Center (334-844-2096 V/TT). Academic and clinical instructors in SLHS will work with the student and this Office to accommodate the needs of qualifying students.

Other Student Services: Auburn University offers many and varied student programs and services. A description of these services is available through the Student Development Programs website (www.auburn.edu/student_info/student_affairs/sdp), and in the *TigerCub*, Auburn University's Student Policy eHandbook (www.auburn.edu/student_info/student_policies/).

STUDENT GRIEVANCES

General complaints and/or suggestions regarding the daily operation of the Department or curricular issues may be submitted to a suggestion box located in the Student Clinicians' room. A more formal process exists for more substantive individual or group grievances.

Students in the Department of Speech, Language, and Hearing Sciences are encouraged to resolve any grievances issues first with their academic/clinical instructor. If the issue cannot be resolved with the instructor students should then communicate the complaint to the Department Chair. The Department Chair will make every attempt to resolve the issue in a fair and equitable manner between the faculty

member and the student. If the concern cannot be resolved within the department, the student is advised to pursue the University's Academic Grievance Procedure as detailed in *The Tiger Cub Student Handbook*. This publication contains a well-defined Academic Grievance Policy designed to address student grievances, which result from actions of the faculty or administration. The grievance policy emphasizes that "The resolution should be achieved at the lowest level" referring to a progression from instructor through department chair, academic dean, University Student Academic Grievance Committee and possibly higher levels of university administration.

If a student complaint concerns a student with a disability, the Office of Accessibility (1228 Haley Center; 334-844-2096) may become involved in the process. If the student complaint concerns discrimination issues, the Office of Affirmative Action/Equal Employment Opportunity (334-844-4794) may become involved.

The Department of Speech, Language, and Hearing Sciences is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). Students who have questions or complaints regarding the Department's adherence to accreditation standards are advised to contact the CAA at:

Council on Academic Accreditation
American Speech-Language-Hearing Association
2200 Research Boulevard
Rockville, MD 20850-3289
Phone (301) 296-5700
Fax (301) 296-5777

PROFESSIONAL ORGANIZATIONS

The Student Academy of Audiology (SAA) is a national student organization for students enrolled in Doctor of Audiology degree programs. It is affiliated with the American Academy of Audiology. The Auburn University Chapter of SAA is registered with the Auburn University Student Government Association and is affiliated with the national SAA. Annual SAA chapter activities include participation in Prospective Student Interview Day, welcoming of new AuD students, planning of the White Coat Ceremony for graduating AuD students, and fundraising for student activities and charitable causes.

The Speech and Hearing Association of Alabama (SHAA) and the Alabama Academy of Audiology (ALAA) are professional organizations which provide continuing education opportunities and other services. SHAA is affiliated with the American Speech-Language and Hearing

Association (ASHA) and ALAA is affiliated with the American Academy of Audiology (AAA). Yearly meetings, workshops, and conventions are offered by all of these organizations. Students are encouraged to investigate student membership opportunities to keep abreast of new developments in the field. Information may be obtained through the websites of these organizations.

Instructions for Completing the Graduate Assistant Evaluation Form

1. Each faculty member who supervises one or more Graduate Assistants (GTA, GRA or GA), regardless of the source of funding for the assistantship, should use the attached form to evaluate their Graduate Assistant(s) at the end of each Fall and Spring Semester. (For Graduate Assistants who are not on a typical Fall-Spring-Summer appointment, the evaluation should be done at the end of each semester through the penultimate semester of service.)
2. Faculty supervisors should familiarize each of their Graduate Assistants with the evaluation form early in the first semester of the Graduate Assistant's assignment. This is done in order to make the Assistant aware of the criteria upon which s/he will be evaluated.
3. At the end of the semester faculty supervisors should meet with each of their Graduate Assistants to review this evaluation.
4. A copy of the evaluation should be provided to the Graduate Assistant and to the AuD Program. The Program Coordinator will place the evaluation form in the student's file.
5. If recommendations are provided to the Graduate Assistant for improvement, those recommendations should be in written form. A copy of the recommendations should be provided to the student, and a copy should accompany the evaluation form and both are placed in the student's file.
6. If a faculty supervisor recommends that the assistantship be continued on a probationary status or that the assistantship be withdrawn, the meeting with the student should include the AuD Program Coordinator. Reasons for the negative recommendation must be provided in written form. In the case of a recommendation for probationary status, the areas in which the student should show improved performance must be clearly delineated and provided to the student in written form.

Graduate Assistant Evaluation Form Department of Speech, Language, and Hearing Sciences Graduate Program in Audiology

Graduate Assistant _____ Semester _____ Yr _____

Assignment (i.e. GA, Scheduler etc.) _____ Supervisor _____

Instructions: Evaluate the Graduate Assistant's job performance by circling a number from 1-5 on the scale below. 1 represents poor and 5 represents excellent. NB means no basis for judgment.

1. Completes assigned duties satisfactorily	1	2	3	4	5	NB
2. Completes assignments promptly	1	2	3	4	5	NB
3. Works independently	1	2	3	4	5	NB
4. Shows initiative	1	2	3	4	5	NB
5. Is professional and ethical in behavior	1	2	3	4	5	NB
6. Maintains confidentiality	1	2	3	4	5	NB
7. Communicates effectively	1	2	3	4	5	NB
8. Overall rating of job performance	1	2	3	4	5	NB

Please provide any additional feedback here:

Supervisor recommendation:

____ Continue assistantship through next semester

____ Continue assistantship on a probationary basis pending improvement of job performance

____ Discontinue assistantship

Signature of Supervisor

Date

Signature of Graduate Assistant

Date

Capstone Topic Approval Form
(Approval required prior to start of project)

Student name: _____ Date submitted: _____

Proposed title: _____ -

Academic faculty directing the capstone _____

Project description: Include (1) general introduction to the proposed topic, (2) what *you* will do to carry out the research, and (3) why this is an important topic to research.

Will the capstone involve human subjects and necessitate approval by the Institutional Review Board? _____ yes _____ no. If yes, indicate the month/year you expect to submit your IRB proposal _____

Will the capstone involve animal resources? _____ yes ___no If yes, indicate the month/year you expect to submit your animal research proposal _____

Signatures of approval regarding appropriateness of topic for a Doctor of Audiology capstone project

Academic Faculty Director / Date

Department Chair / Date

(Any change in project focus or methodology requires re-submission)