



AUBURN UNIVERSITY  
COLLEGE OF LIBERAL ARTS

# Department of Speech-Language and Hearing Sciences

## **DOCTOR OF AUDIOLOGY PROGRAM**

### **Audiology Procedures and Policies Handbook**

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This handbook is intended for use by students who are enrolled in the residential Doctorate of Audiology (AuD) program at Auburn University.

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## Section 1: General Information

### Department of Speech-Language and Hearing Sciences Information

#### Vision Statement:

The Auburn University Department of Speech-Language and Hearing Sciences will distinguish itself by providing high quality academic instruction, clinical experiences, and research activities for undergraduate, graduate, and doctoral students in the allied health fields of audiology and speech-language pathology. Our graduates will distinguish themselves by providing state of the art, evidence-based clinical services to their communities, by achieving leadership positions in their professional and inter-professional organizations at local, state, regional, and/or national levels, and by sharing their Auburn traditions and standards with clinicians of the future.

#### Mission Statement:

Consistent with the mission statements of Auburn University and the College of Liberal Arts, the mission of the Department of Speech-Language and Hearing Sciences includes the areas of instruction, service, research, and outreach. The Department will provide high quality services to its students through academic and clinical instruction, clients through clinical services and research, professionals through continuing education and research, and the community through civic engagement. The Department will strive to provide premier training programs, with innovative approaches and state-of-the-art technology by engaging in on-going assessment, professional development, and program evaluation and modification.

## Doctor of Audiology Program

### General Information

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:

(<https://www.cla.auburn.edu/speech-language-hearing-sciences/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 Overview

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 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 six semesters, AuD students must successfully complete comprehensive examinations, 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 Essential Functions, 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.

## Section 2: Technical Standards

### Essential Functions for Admission and Matriculation of an SHLS Graduate Program

The essential functions for admission to and continued enrollment in a Speech, Language, and Hearing Sciences (SLHS) graduate program reflect the qualities and abilities that are deemed critical for success as an independent clinician upon graduation. Students must agree that they exhibit these standards for admission and matriculation through the program. If a student is unable to demonstrate these standards, with or without reasonable accommodation, then the student will be dismissed from the program.

Auburn University and the SLHS graduate programs adhere to the Americans with Disabilities Act of 1990, ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973. We are committed to assisting students with identified disabilities who are able to complete a graduate program with reasonable accommodations. However, the SLHS faculty reserve the right to not admit applicants or discontinue enrollment of students in cases where reasonable accommodations are not available to allow successful completion of program requirements. Reasonable accommodations are those deemed to not alter the fundamental nature of an SLHS graduate program.

Upon admission to a SLHS graduate program, all students must sign a form acknowledging that they have read and understand the essential Functions listed below:

#### Communication Skills

A student must demonstrate adequate communication skills to communicate proficiently with faculty, staff, peers, client, caregivers, and other healthcare professionals in both verbal and written English language.

#### Verbal Communication:

The student must be able to:

- Model English phonemes, grammatical features, or other aspect of speech and language for a client or caregiver
- Use appropriate volume, rate, and prosody when speaking
- Explain all aspects of clinical evaluation, treatment, and recommendations
- Answer questions or clarify the information when needed

#### Written Communication:

The student must be able to:

- Possess reading skills sufficient to meet academic and clinical responsibilities
- Prepare grammatically correct assignments and reports
- Present content in organized manner with professional writing style
- Proofread and edit written work

#### Non-verbal Communication:

The student must be able to:

- Use the appropriate amount of eye contact and facial expression for the communication intent
- Detect and process non-verbal communication from clients, caregivers, supervisors, and other professionals

## Physical Abilities/Motor Skills

Students must be physically able to:

- Manipulate technology, equipment, tests, materials, and toys in a timely and effective manner
- Demonstrate the fine and gross motor skills necessary to execute evaluation and treatment for all disorders within our scope of practice
- Meet the physical demands across clinical settings (i.e., sitting on the floor, standing for long periods of time, holding infants, picking up and/or carrying small children, assisting ambulatory patients in walking, pushing a wheelchair and assistance/transfer, etc.).
- Manage behavior of non-compliant client
- Respond quickly to facilitate a safe environment in emergency situations
- Perform CPR (if the setting allows it and the student is certified)
- Consistently attend and engage in class, clinical sessions, and meetings
- Care for their own personal hygiene
- Access reliable transportation to and from all academic and clinical settings.

## Sensory/Observational Abilities

Students must have sufficient visual and auditory skills to participate effectively in academic and clinical settings.

Students must have adequate **vision** (aided or unaided) to:

- Evaluate non-verbal communication
- Complete physical examinations (i.e. otoscopy, oral-peripheral exam, swallowing evaluation)
- Analyze speech production errors
- Process written or visual materials
- Visualize and identify anatomic structures
- Identify and discriminate findings on imaging studies
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests
- Read text, diagnostic tests, equipment, and documentation
- Complete documentation on a computer (Electronic Medical Record).

Students must have adequate **hearing** (aided or unaided) in order to:

- Accurately administer and score diagnostic tests
- Discern subtle phonemic differences
- Hear an emergency alert to safely assist the clients

## Emotional/Mental Health:

Students must have the emotional health to interact with faculty and staff members, fellow students, other health professionals, as well as patients and their caregivers. Thus, students must be able to:

- Maintain composure, emotional stability, and a mature, positive attitude in intense and stressful situations
- Make timely and appropriate decisions
- Recognize personal values, attitudes, beliefs, emotions, and/or experiences affect perceptions and relationships with others and prevent these from interfering academic or clinical work
- Respond with empathy and put clients at ease when they are experiencing or report stressful situations
- Remain free from substance abuse that could interfere with academic or clinical work



### Intellectual/Cognitive Abilities:

Students must be able to:

- Process auditory and written information in academic and clinical courses at a level deemed appropriate by faculty and professional staff.
- Comprehend, memorize, integrate, analyze, synthesize, retain and apply material in academic and clinical settings.
- Exhibit the reasoning and decision-making skills needed for problem solving appropriate to the field.
- Identify, understand, integrate, and synthesize a large body of information and knowledge to analyze complex client problems.
- Maintain attention and concentration for sufficient time to complete academic and clinical tasks (e.g., up to 4-hour blocks of time in clinical practice with one or two breaks.)
- Critically evaluate information, solve problems, reason, and make clinical judgments in assessment and treatment plans.
- Use logic and reasoning to identify strengths and weaknesses of possible courses of actions.
- Self-assess clinical and academic performance and reflect on performance accurately
- Solicit and respond appropriately to feedback
- Recognize the changing levels/roles of supervision as competence grows or settings change

### Professional Skills

To succeed in the program, the student must be able to:

- Demonstrate flexibility in new and stressful environments
- Comply with the AL and ASHA Code of Ethics
- Comply with the university's academic integrity policy
- Accept feedback and respond by modification of behavior
- Dress appropriately and professionally (dependent on the setting)
- Respect faculty, staff, and peers
- Maintain confidentiality of client/patient information and follow HIPAA guidelines
- Demonstrate honesty, integrity, and professionalism, regardless of the situation
- Demonstrate appreciation and respect for individual, social, and cultural differences in clients, fellow students, colleagues, and staff
- Prioritize academic and clinical responsibilities and activities
- Arrive on time and prepared to classes and clinic
- Provide documentation in a timely manner

## Essential Functions Administrative Processes

As a condition of accepting an offer of admission, all entering students are required to review, and must agree to adhere to all SLHS Standards, Policies and Codes of Conduct, which includes these Essential Functions. If a student cannot adhere to these Essential Functions, he/she should contact the Clinic Coordinator to initiate the accommodations process as soon as possible. If the student's abilities change during the program, they should contact the Clinic Coordinator in writing as soon as possible to begin the process.

The Clinic Coordinator will refer all individuals requesting accommodations to the Office of Accessibility (OA), which will evaluate and make a decision on each request. If accommodations are recommended by OA, a SHLS faculty panel will review the requests and provide recommendations to the OA regarding the feasibility of specific student requests for accommodations. The faculty panel will include the following individuals:

- AUSHC Clinic Director
- Clinic Coordinator for the student's discipline
- Graduate Program Officer for the student's discipline
- One additional clinical faculty member (annually appointed faculty member)

The faculty panel will evaluate specific accommodation requests and provide recommendations to the OA regarding the feasibility and reasonableness of requested accommodations. A specific focus in the evaluation of accommodation requests will be whether or not the requested accommodation will fundamentally alter the nature of the student's SHLS graduate program and the student's ability to succeed in an SHLS career.

At any point during the program, the SHLS faculty panel can reconvene to review the use of accommodations, if it is affecting the student's performance or progress at on- or off-campus clinical practicums. The clinical grading form and CAA/CFCC standards are the guiding tools to determine the demonstration of a student's Essential Functions. Evaluation of non-academic traits do involve some degree of subjectivity.

Other situations regarding the Essential Functions may include the following:

- Prospective students inquiring about admission to the SLHS graduate programs and noting that they need an accommodation to meet the standards.
- Applicants who have been admitted and subsequently request an accommodation.
- Enrolled students who become unable to meet the Essential Functions (based on student or faculty concerns) Changes in abilities could be due to an accident, illness, or newly diagnosed medical condition.

The OA will communicate to the student decisions regarding accommodation requests. In cases where a request is approved, SHLS will work with the OA to implement the approved accommodation. In cases where accommodation requests are denied, a decision will be made by the Faculty Panel regarding whether the student is dismissed from the SHLS for not being able to meet the Essential Functions or is allowed to continue in the Program without the denied accommodation. This decision will be communicated by the Clinical Director.

\*Students will not be given a clinical placement or receive clinical hours until the accommodations process is complete.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## Section 3: Au.D. 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 (See Table 1). 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.

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.

Each student will follow the schedule of SLHS course offerings, listed in Appendices A. 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.

### Pre-Requisites

Students with an undergraduate degree in Speech, Language, and Hearing Sciences can usually complete the Doctor of Audiology program in four academic years. The required course of study for students without an undergraduate degree in Speech, Language, and Hearing Sciences 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 Sciences and 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

All admitted students will need to complete content in the following areas before or during the Au.D program:

- Statistics
- Biology
- Physical Science (must be Chemistry or Physics)



- Social Science

## 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 3<sup>rd</sup> year and will not be placed at an off-campus clinical site. The student will be assigned to a clinical practicum site, 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 cannot include practicum hours for that semester in the cumulative clinical hour’s 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, 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. 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/>



## Section 4: GUIDELINES, POLICIES, AND PROCEDURES

### Student Department Files

Throughout the student’s program, the student and the advisor must ensure 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. The department utilizes CALIPSO (Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office-Operations) and student files are 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).

### Student Grievance Policy

There may be times when you disagree with a faculty member or clinical supervisor to the extent that action must be taken to reach a resolution. The following procedures have been established to help guide students and faculty members in such instances, Figure 1.

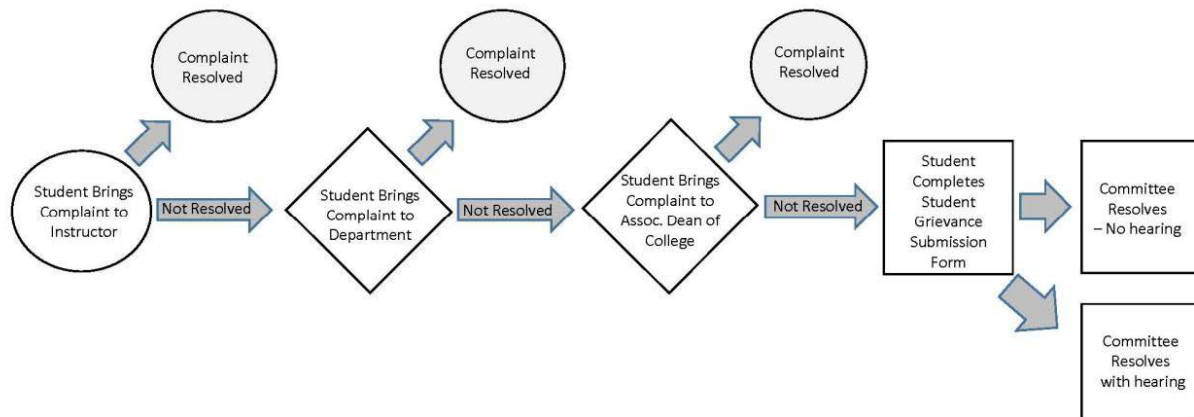


Figure 1. See [Auburn’s website](#) for more information.

### Non-discrimination Policy

Auburn University is committed to providing a working and academic environment free from discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all its members.

In accordance with applicable federal law, Auburn University complies with all regulations regarding unlawful discrimination against or harassment of its students. Any form of discrimination or harassment related to a student’s race, color, sex, religion, national origin, age, sexual orientation, or disability (protected classes) is a violation of University policy. This policy is intended to cover any prohibited harassment of or discrimination against a student by other students, employees, or University agents. This policy also covers harassment of students by non-employees on University property or while engaged in University sponsored activities, as well as discrimination against students by University contractors.



## Reporting and Resolution Procedures

Students who believe they have been discriminated against on the basis of their race, color, sex, religion, national origin, age, sexual orientation, or disability should report incidents to the Office of Affirmative Action/Equal Employment Opportunity (AA/EEO). In addition to the Office of Vice President for Student Affairs, all faculty, staff, and administrators should assist students in directing their harassment and/or discrimination complaints to the Office of AA/EEO.

The Office of AA/EEO will investigate the incident and will consult with witnesses and other appropriate University officials as necessary. Complaints will be handled on a “need to know” basis with a view toward protecting the complaining party from possible reprisal and protecting the accused from irresponsible or mistaken complaints.

## Definitions

*Discrimination* is defined as conduct directed at a specific individual or a group of identifiable individuals that subjects the individual or group to treatment that adversely affects their employment or education because of their race, color, religion, national origin, age, disability, citizenship, veteran status or sexual orientation.

*Verbal conduct* is defined as oral, written, or symbolic expressions that: personally describe or is personally directed at a specific individual or group of identifiable individuals; and is not necessary to an argument for or against the substance of any political, religious, philosophical, ideological, or academic idea.

*Harassment* as a form of discrimination is defined as verbal or physical conduct that is directed at an individual or group because of race, color, religion, national origin, age, disability, citizenship, veteran status or sexual orientation when such conduct is sufficiently severe, pervasive or persistent so as to have the purpose or effect of interfering with an individual's or group's academic or work performance; or of creating a hostile academic or work environment. The term "harassment" includes but is not limited to: slurs, jokes, or other graphic or physical conduct relating to a student's race, color, sex, religion, national origin, age, disability, or veteran's status.

### *Sexual Harassment*

Harassment also includes any coercive sexual behavior used to control or influence a student. It may be manifested by verbal and/or physical actions, gestures, unnecessary touching, leering at a person's body, attempts to embarrass, request for sexual favors, and physical assault.

Sexual harassment in academic settings, and in the employment arena where students are involved, is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, or physical conduct of a sexual nature when:

- Submission to such conduct may be explicitly or implicitly a term or condition of a student's academic success or employment; or
- Submission to or rejection of such conduct may be used as the basis for employment or academic decisions affecting the student and the student's total educational and/or work experience; or
- Such conduct has the purpose or effect of substantially interfering with a student's employment or academic performance or creates an intimidating, hostile or offensive work or educational environment.
- Students who feel that they have been sexually harassed should report their complaint to the Division of Student Affairs. This office, in consultation with the Affirmative Action Office, will





investigate the incident, consult with other appropriate University officials if necessary, and will resolve the complaint if possible.

## Section 5. Audiology Comprehensive Examination

### Section 5.1 Audiology Comprehensive Examination Process Ending with the 2027 Cohort

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

The comprehensive examinations, covering eight topic areas, are administered near the end of the fall semester of the third year of the program. The comprehensive examinations are typically administered over the course of two days. 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**. Results will be emailed out to students, however arrangements for scheduling meetings to review results and schedule oral exams, will not begin until the 1<sup>st</sup> week of Spring semester of the third year. See Figure 2 for Flowchart for Audiology Comprehensive Examination Process Ending with the 2027 Cohort.

#### Grading Rubrics

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, reflecting mature content knowledge. 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.

#### Satisfactory

Grades of "4" and/or "5" result in an 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.

#### Conditional Satisfactory

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 first two weeks of spring semester, to review and discuss their responses and to receive feedback and additional instruction on the specific topic area(s). The primary faculty member will inform the student and Comprehensive Examination Chairperson when the student has demonstrated the level of understanding required for satisfactory status on the topic area(s). These meetings will not conflict with the scheduling of oral examinations.



### Unsatisfactory

Grades of “2” and/or “1” result in **Unsatisfactory**, which is interpreted as the equivalent of “marginal” or “inadequate” performance. If a topic is deemed **unsatisfactory**, an oral examination in that area will be administered. Oral examinations will be administered to the student with two faculty members during the first two weeks of Spring Semester of the third year.

### Oral Exams

The student must meet with the primary faculty member for directions on remediation of that topic area (e.g., readings, reviewing class notes, etc.). The student must “**satisfactorily**” complete all oral examinations by the end of the scheduled oral examination date to proceed to the summer semester Clinical Internship (SLHS 8920). **Any oral examinations not satisfactorily cleared will result in a second written test that will be given on the scheduled examination date.**

### Re-written exams

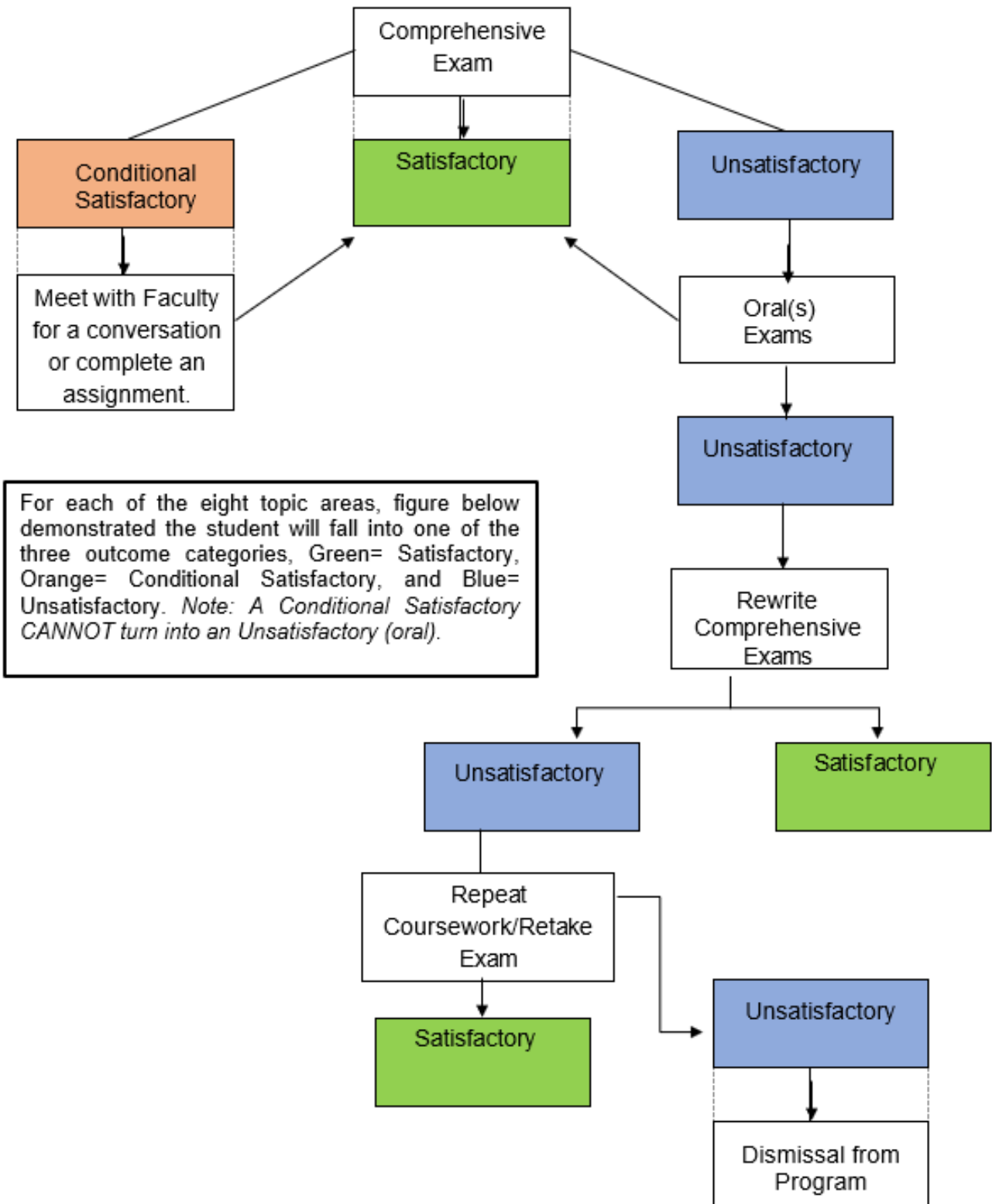
If an oral examination(s) is deemed **unsatisfactory**, the student will be given another written examination in the same area. The written examination(s) will **NOT** be scheduled until two weeks after the completion of the student’s oral examination(s). If the student “**satisfactorily**” completes the second round of written examination(s), the student will continue in the program. If the second written examination(s) are deemed **unsatisfactory**, **the student will not be allowed to enroll in SLHS 8920 Clinical Internship. This WILL delay the student’s graduation by at least one semester, and they will be required to do additional coursework in the area.**

**Following additional coursework, students will be required to complete a written comprehensive examination with satisfactory performance in the content area(s). Unsatisfactory performance will result in dismissal from the program.**





Figure 2. Audiology Comprehensive Examination Flow Chart – Ending with the 2027 Cohort.





## Section 5.2 Audiology Qualifying and Comprehensive Examinations – Beginning in 2024 with the 2028 Cohort

Qualifying and Comprehensive examinations are designed to assess the student's ability to retain, integrate, and apply knowledge gained through the student's courses of professional study as well as clinical experiences. Qualifying exams are completed at the end of the 1<sup>st</sup> year of the program, while Comprehensive exams are completed during the fall of the 3<sup>rd</sup> year of the program. Students who entered the program in 2024 are required to complete a two-step summative evaluation process: 1) multiple choice qualifying exam at the end of summer of 1<sup>st</sup> year; and 2) a case-based comprehensive exam in fall of 3<sup>rd</sup> year.

### First Year Qualifying Examination

At the end of their 3<sup>rd</sup> semester in the 1<sup>st</sup> year of the program, students will complete a 100-question, multiple choice examination consisting of 25 questions in each of the following content areas:

Anatomy & Physiology  
Medical Audiology

Diagnostic Audiology  
Amplification

Students will be required to correctly achieve 80% in each of the content areas to satisfy the qualifying evaluation process. For any topic areas falling below the 80% benchmark, a second examination will be given to achieve the 80% qualifying benchmark.

### Oral Exams

Failure to meet the 80% benchmark on the 1<sup>st</sup> and 2<sup>nd</sup> examination attempts will result in a panel (3 or more instructors) oral examination involving a case that includes all **unsatisfactory topic areas** will be administered. Each faculty assigns one of the following grades for each question on the comprehensive examination: **Satisfactory**, and **Unsatisfactory**. Failure to successfully demonstrate an average of mature/satisfactory knowledge on this panel oral examination will result in dismissal from the program.

### Oral Exam Grading Rubrics

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, reflecting mature content knowledge. 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.

### Satisfactory

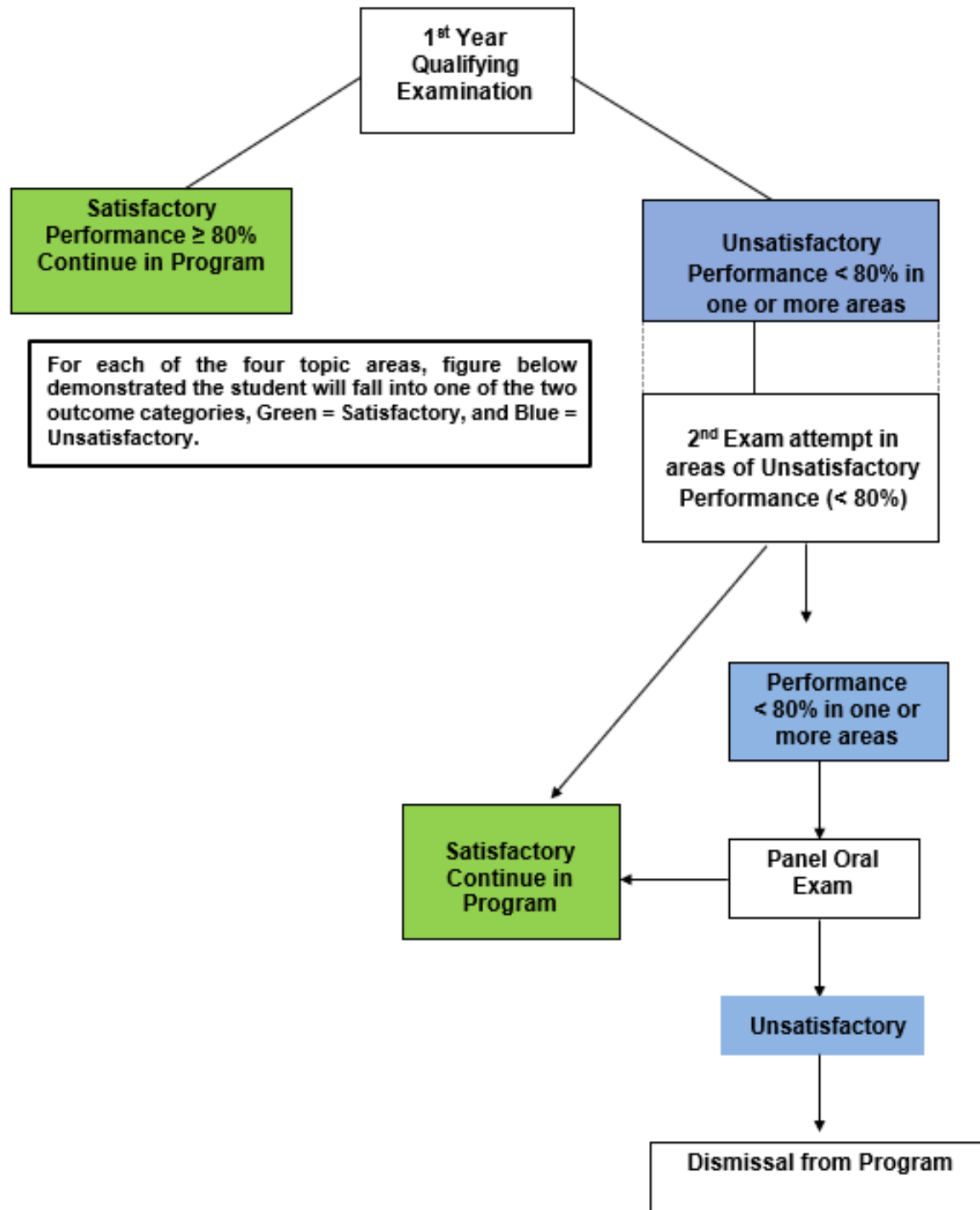
An average grade of "4" and above will result in an outcome of **Satisfactory**, which indicates that the student's response was accurate, complete, and thorough. A satisfactory grade is interpreted as the student demonstrated clear, consistent, and comprehensive understanding of the topic throughout the response, reflecting mature knowledge. Students who receive a **satisfactory** grade on all topics/questions will be allowed to continue in the program.

### Unsatisfactory

Average grades falling below a "4" will result in **Unsatisfactory**, which is interpreted as the student demonstrated insufficient or incomplete understanding of the topic area. If a topic is deemed **unsatisfactory**. Failure to demonstrate an average of mature/satisfactory knowledge on this panel oral examination will result in dismissal from the program.



Figure 3. Audiology Qualifying Examination(s) Flow Chart – Beginning in 2024 with the 2028 Cohort.





### Section 5.3. Third Year Comprehensive Component

For the 3<sup>rd</sup> year component of the summative examination, students will be given a case based 100-question, multiple choice examination. There will be 25 questions from each of the following content areas:

Balance Disorders  
Electrophysiology

Amplification/Aural Rehabilitation /Implant Technology  
Pediatric Audiology/Aural Habilitation

These are administered on the first Friday of November of the third year. Comprehensive examinations are administered on a single day. Students will be required to correctly achieve  $\geq 80\%$  in each of the content areas to satisfy the summative evaluation process, reflecting benchmark performance. For any topic area(s) falling below 80% performance, a panel (3 or more instructors) oral examination will be required.

#### *Oral Exams*

Failure to meet the 80% benchmark on the 1<sup>st</sup> examination attempts will result in a panel (3 or more instructors) oral examination involving a case that includes all **unsatisfactory topic areas** will be administered. Each faculty assigns one of the following grades for each topic area on the oral examination: **Satisfactory**, or **unsatisfactory**. Failure to successfully demonstrate an average of mature/satisfactory knowledge on this panel oral examination will result in dismissal from the program. Failure to successfully demonstrate an average instructor rating of mature knowledge on this panel oral examination will result in additional intensive remediation in unsatisfactory areas.

#### *Oral Exam Grading Rubrics*

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, reflecting mature content knowledge. 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.

#### *Satisfactory*

An average grade of "4" and above will result in an outcome of **Satisfactory**, which indicates that the student's response was accurate, complete, and thorough. A satisfactory grade is interpreted as the student demonstrated clear, consistent, and comprehensive understanding of the topic throughout the response, reflecting mature knowledge. Students who receive a **satisfactory** grade on all topics/questions will be allowed to continue in the program.

#### *Unsatisfactory*

Average grades falling below a "4" will result in **Unsatisfactory**, which is interpreted as the student demonstrated insufficient or incomplete understanding of the topic area. If a topic is deemed **unsatisfactory**. Failure to demonstrate an average of mature/satisfactory knowledge on this panel oral examination will result in dismissal from the program.

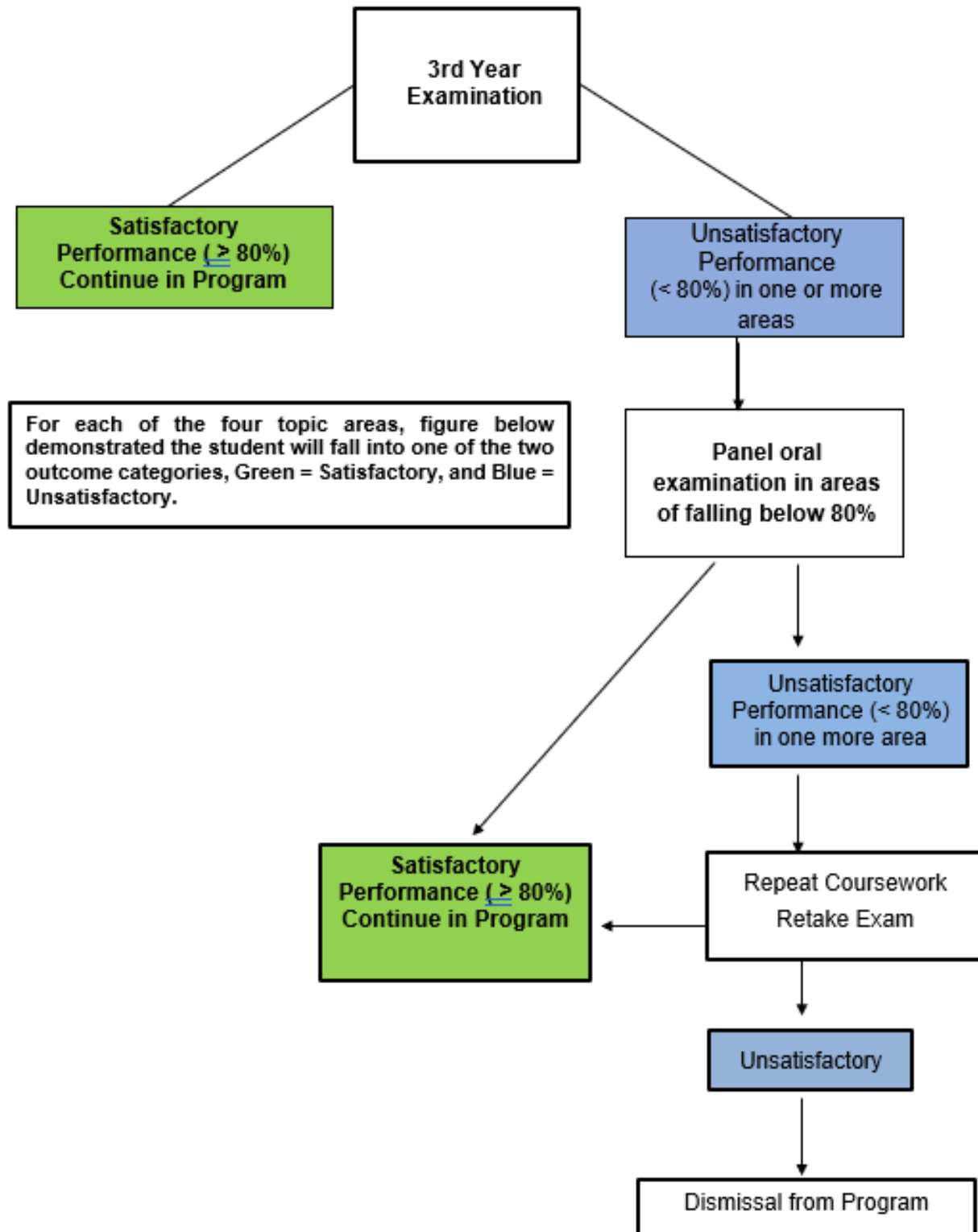
#### *Intensive remediation*

The intensive remediation will include additional instruction, readings in the topic area, a practical component, and end with a written case-based examination where 2 to 3 instructors will grade the examination based on a rubric. The student must receive a grade of "B" or higher on the examination to



receive a satisfactory. If the student continues to perform unsatisfactorily following intensive remediation in the content area(s) it will result in dismissal from the program.

Figure 4. Audiology Comprehensive Examination(s) Flow Chart – Beginning in 2024 with the 2028 Cohort





## Section 6: 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). Each student will enroll in SLHS 8980 during summer semester of first year, fall, spring and summer semesters of the second year, and fall semester of third year. To successfully complete the outcomes for SLHS 8980, the student must follow the following procedures and deadlines.

### Capstone Mentors

The process of choosing a mentor is a mutual process by where students examine each faculty's line of research and set-up a meeting with that faculty member during the 1<sup>st</sup> spring semester to discuss mutual interests and potential projects. Once a mentorship has been established by mutual agreement, the student will register with that mentor during the summer of the first year to begin the capstone process. AS the student finalizes their capstone advisor(s) and select a topic by the end of June. Note: students have the option to change advisors after registering for the summer semester. If at any point, following approval of the capstone proposal, during the capstone process, and an issue arises between the mentor and student, another faculty member should be brought in as a mediator to assist. If the issue is unable to be solved, the student could formally request in writing to switch mentors/capstone projects with the understanding that the student may have to work harder to catch up in the process if they start over.

### Capstone Outcome Measures

The product for capstone project should result in the student gaining knowledge and skills in the research (i.e., experimental, clinical, education) process, as it relates to audiology. This will be measured by the submission of the capstone paper or product for scholarly submission (e.g., patent, publication, copyright, grant proposal). It is expected that the written documentation of the capstone project will be submitted to a peer-reviewed professional journal, a funding agency, 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 if not published elsewhere.**

### Writing Requirements Based on Capstone Outcome

The student will prepare the written documentation based on the type of projects selected for their Capstone (see Capstone Outcomes). Written document typically ranges from 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. 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/proposal and submit proof of submission to the capstone advisor by the end of the Spring Semester (Year 4).**

- **Research Format** may include: Title Page, Abstract, and Scientific Manuscript: Introduction (Literature review & Justification for project), Method, Results, Discussion, References, Appendices
- **Grant proposal:** Will follow requirements of granting agency Similar to Scientific Manuscript but vary significantly in length across funding agencies)
- **Case studies/ series:** Will follow Journal reporting requirements.
- **Research Experience:** If a student chooses to contribute to an ongoing research line, a summary capstone experience paper will include: Title Page, Abstract, Introduction to status of the project, Justification of project contributions, Role of student, Results of experience (i.e., skills gained), and Discussion of research experience (i.e., learning outcomes; project status).





## Capstone Procedures & 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. *Note: students have the option to change advisors after registering for the summer semester.*
- The student will submit a written capstone proposal as part of SLHS 8570 (Evaluation of Research).
  - The proposal will be reviewed by the instructor (8570) for approval, and primary mentors will be notified if the proposal is approved or need for revisions if the proposal did not meet the mature knowledge for aligned KASAs via LOV notes reviewed at the next audiology faculty meeting.

### 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 2<sup>nd</sup> year

- The student will complete data collection and analyze results

### Fall Semester 3<sup>rd</sup> 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 3<sup>rd</sup> year – Spring Semester 4<sup>th</sup> 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 4<sup>th</sup> year.**

## Capstone 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.



### Capstone Grading

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.





## Section 7: Student Resources

### American Speech-Language-Hearing Association Certification Requirements

All individuals, whose applications for certification are postmarked after January 1, 2020, must meet the 2020 Standards for the Certificate for Clinical Competence in Audiology. An individual may apply 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 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. This documentation must demonstrate that the applicant possesses the knowledge and skills delineated in Standard II of the 2020 Standards and the KASA summary form (<https://www.asha.org/certification/2020-audiology-certification-standards/> )

Practicum hours during the first two years of the program 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.). During the student’s third and fourth years, all clock hours will be documented using Calipso.

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 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 (<https://www.asha.org/policy/et2016-00342/>). 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 2020 ASHA Standard I (Academic Qualifications), applicants for certification must hold a doctoral degree in audiology from a program accredited by the CAA, a program in CAA candidacy status, or equivalent.

According to the 2020 ASHA Standard II (Knowledge and Skills Outcomes), applicants for certification must have acquired knowledge and developed skills in the professional areas of practice as identified in Standards II-A through II-F, as verified in accordance with Standard III. 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 2020 ASHA Standard III (Verification Knowledge and Skills), applicants for certification must have completed supervised clinical practicum under an ASHA-certified audiologist who (1) has a minimum of 9 months of full-time clinical experience (or its part-time equivalent) and (2) has completed at least 2 hours of professional development in clinical instruction/supervision. The applicant’s clinical experiences must meet CAA standards for duration and be sufficient to demonstrate the acquisition of the knowledge and skills identified in Standard II. 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 (Examination), applicants for certification must pass the national examination adopted by ASHA for purposes of certification in audiology.

According to Standard V (Maintenance of Certification), Individuals holding certification must demonstrate (a) continuing professional development hours (PDH) including 1 PDH in ethics; (b) 2 PDHs in cultural competency, cultural humility, culturally responsive practice, or diversity, equity, and inclusion; (c) adherence to the ASHA Code of Ethics; and (d) payment of annual dues and fees.

### 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 162.

Individuals should register directly with ETS for the date and location that best meets their needs. Information is available via the website [www.ets.org/praxis/register](http://www.ets.org/praxis/register), (test code 5343)

Students should indicate that their PRAXIS scores be sent to ASHA (select 5031) and to the SLHS department at Auburn University (select 0007), and optionally to the state they plan to apply for licensure in. 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, 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 (<https://accessibility.auburn.edu/>). 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](http://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/](http://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 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.



Appendix A

Doctor of Audiology Course Sequence

<b>Table 1. Doctor of Audiology Course Sequence</b>		
Fall 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	Spring 1 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	Summer 1 SLHS 8300 Central Auditory Processing SLHS 8310 Aural Rehabilitation SLHS 8570 Evaluation of Research SLHS 8910 Clinical Practice in Audiology SLHS 8980 Capstone Project
Fall 2 SLHS 8430 Clinical Applications of Diagnostic Audiology SLHS 8400 Pediatric Audiology SLHS 8420 Amplification II SLHS 8600 Balance Disorders SLHS 8910 Clinical Practice in Audiology SLHS 8980 Capstone Project	Spring 2 SLHS 8410 Aural Habilitation SLHS 8510 Clinical Applications of Balance Assessment SLHS 8500 Electrophysiological Procedures SLHS 8810 Private Practice SLHS 8910 Clinical Practice in Audiology SLHS 8980 Capstone Project	Summer 2 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 SLHS 8620 Outcome Measures SLHS 8920 Clinical Internship SLHS 8950 Audiology Grand Rounds SLHS 8980 Capstone Project	Spring 3 SLHS 8630 Counseling SLHS 8920 Clinical Internship SLHS 8950 Audiology Grand Rounds	Summer 3 SLHS 8920 Clinical Internship SLHS 8950 Audiology Grand Rounds
Fall 4 SLHS 8940 Clinical Residency	Spring 4 SLHS 8940 Clinical Residency	



## Appendix B

### 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 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.





Appendix C

Graduate Assistant Evaluation Form Department of Speech, Language, and Hearing Sciences 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.

Table with 8 rows of performance criteria and 6 columns for ratings (1-5) and NB.

Please provide any additional feedback here:

Three horizontal lines for providing feedback.

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



## Appendix D

### 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 capstone project, 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 Advisor / Date

\_\_\_\_\_  
Student Mentee / Date

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





## Appendix E

To re-enter the Au.D. program, a student will be required to complete the each of the following tasks with 90% accuracy and with efficiency based on the clinical standards for his/her point in the program:

### Practical Components

- Two full adult audiometric evaluations including case history intake, otoscopy, air conduction testing (with appropriate masking, as needed), bone conduction testing (with appropriate masking as needed), distortion product otoacoustic emissions, speech reception thresholds, word recognition testing, most comfortable listening levels, tympanometry, and middle ear muscle reflexes.
- A pediatric behavioral hearing evaluation
- Two full hearing aid evaluations including appropriate selection of hearing aids/coupling/accessories, electroacoustic analyses, real ear measurements (one S-REM and one on-ear)
- One additional S-REM
- One additional on-ear REM
- One Latency intensity function ABR
- One neurological ABR
- One VNG
- One cVEMP and one oVEMP

Interpretation and appropriate counseling/referrals for all practical components.

Completion of reports for all practical components. Reports for each appointment will be due by end of business day.

### Oral Exam Components

- Clinical judgment
  - Look at audiogram/other test results and know what wrong/incomplete is
  - Recommending additional testing
- Recognize need of referral for auditory processing, cochlear implants, speech, and other professionals
- Professional ethics and behavior
- Interpretation of test results
- Accurate Billing and Coding of usual and customary audiology services

At least two faculty will grade each component independently. Video recording of the student's performance may also be utilized. Rubrics, which indicate the exact number of available points for each skill and appropriate time allotments for each task, will be utilized by both faculty members to ensure grading is fair across faculty members.