

**DOCTOR OF AUDIOLOGY
(AuD)
HANDBOOK**

UNIVERSITY OF CINCINNATI

**DEPARTMENT OF COMMUNICATION
SCIENCES AND DISORDERS**

COLLEGE OF ALLIED HEALTH SCIENCES

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Dear Student:

This handbook is designed to provide information about the Doctor of Audiology (AuD) program at the University of Cincinnati for new students and to guide students through the program.

Section I provides general information about the program at the University of Cincinnati and describes the application process. This section is directed primarily toward prospective students. General information for students just entering the program is provided in Section II.

Sections III, IV and V provide detailed information about course work, practicum and the required capstone at the AuD level. The beginning student should read these sections carefully and refer to them each semester to review course and practicum requirements. The capstone section (V) should be followed carefully during completion of the capstone requirement.

Students are responsible for following the requirements outlined in the handbook; however, additional information will be provided by the Academic Advisor, Practicum Coordinator and Director of Graduate Studies. The Graduate Seminar is another important source of updated information. Finally, students should always feel free to ask a question when anything is unclear.

To newly enrolled students, welcome to the program. We trust you will have a rewarding and enjoyable experience at the University of Cincinnati.

Sincerely,

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Professor and Chair

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ADDITIONAL INFORMATION REGARDING GRADUATE PROGRAMS

Although the contents of this handbook are in compliance with the rules and policies of the University of Cincinnati Graduate School, the reader may consult the University Graduate Handbook for additional details online at www.grad.uc.edu.

SECTION I

GENERAL INFORMATION FOR PROSPECTIVE STUDENTS

University of Cincinnati

The University of Cincinnati is located in the southwestern corner of the State of Ohio. Its founding date, 1819, represents the establishment of Cincinnati College and the Medical College of Ohio. The University became a municipal university in 1870, under a state act, and remained a municipal university until July, 1977, when it became the newest member of the state university system. There are twenty colleges or schools housed within the University of Cincinnati, with an enrollment on all campuses that exceeds 40,000 students. Over 5,000 undergraduate and graduate degrees are awarded each year.

Communication Sciences and Disorders

The undergraduate program in Communication Sciences and Disorders and the graduate program with specialties in Speech-Language Pathology and in Audiology comprise the Department of Communication Sciences and Disorders, located in the College of Allied Health Sciences which is housed in the French East Building on the University's medical/east campus. The program in Speech-Language Pathology (SLP) leads to a Master's Degree in Communication Sciences and Disorders and the program in Audiology leads to the Doctor of Audiology (AuD). In addition, there are programs leading to the PhD degree in Speech-Language Pathology and Audiology. All programs are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). The program in Public School Certification is coordinated by a faculty member, typically the Practicum Coordinator, in the Department of Communication Sciences and Disorders.

The program in Communication Disorders began in 1967. There is a graduate enrollment of approximately 200 master's SLP students (first and second year oncampus and distance learning), 48 AuD students, 36 PhD students, and an undergraduate enrollment of approximately 200.

The faculty consists of twenty-five full and part-time doctoral level faculty members and additional part time adjunct faculty. Among them the audiology faculty includes 7 professors and 3 adjunct instructors. Many of the faculty members hold the ASHA Certificate of Clinical

Competence or Board Certification in Audiology, as well as Ohio licensure in Speech Pathology and/or Audiology.

Levels of Preparation

There are three levels of preparation in Audiology at the University of Cincinnati. The first level leads to the Bachelor of Science Degree in Communication Sciences and Disorders (BS), the second fulfills the requirements for the degree Doctor of Audiology (AuD), and the third culminates with the Doctor of Philosophy (Ph.D.).

The first, or BS level, is devoted to establishing an understanding of normal growth and development of human communication processes. Although students obtain exposure to the management of communication disorders at this level, the bachelor's degree is considered to be a pre-professional one. Courses taken by the students at this level include Speech and Hearing Science, Phonetics, Anatomy and Physiology of the Speech and Hearing Mechanisms, Speech and Language Development, and Statistics. In addition to the above, introductory courses in Speech-Language Pathology and Audiology are offered. Audiology I and II covers basic topics of anatomy and physiology, causes of deafness, hearing screening and diagnostic testing, and rehabilitation. Electives in areas such as education, research, business, linguistics and health careers are available. Upon completion of a bachelor's degree, students should demonstrate knowledge of the normal development and exercise of communication and should be able to recognize abnormal communicative behaviors.

Students who elect to pursue the Doctor of Audiology complete graduate course work in a broad range of subjects including, but not limited to, anatomy and physiology of the auditory system, psychoacoustics, disorders of hearing, auditory and vestibular evaluation and treatment, hearing aids and cochlear implants, and habilitative/rehabilitative audiology in order to prepare them to evaluate hearing and balance disorders and provide appropriate management. The program involves in-depth study of the various disorders of hearing and balance coupled with practicum experience in the areas of study. In order to provide the AuD student with adequate advanced didactic and practicum experience with persons manifesting communication disorders secondary to hearing loss and persons with balance disorders, a minimum of four years of full-time study is necessary. As a component of the program, all AuD students must complete a capstone project.

For those who are interested in a career in educational audiology, AuD students are encouraged to complete education courses for State of Ohio Public School Certification. Completion of this option requires one semester placement in a school setting as well as successful completion of the *Individuals with Exceptionalities* course. All AuD graduates are eligible for licensing in the State of Ohio upon completion of their program and have the opportunity to fulfill requirements for either the ASHA Certificate of Clinical Competency or Board Certification through the American Board of Audiology (ABA).

The third level of preparation in Audiology, the Ph.D. prepares students for an academic career in research and teaching in Audiology and Speech and Hearing Science. This level of study emphasizes research techniques in human neurology, speech and hearing science, experience in

college teaching and supervision, and the opportunity to explore the theoretical aspects of clinical techniques.

Ph.D. students are expected to complete course work in the major area and to demonstrate research competency. Students must also demonstrate, through a dissertation, contribution to knowledge in the areas of Speech and Hearing Science, basic development processes of hearing in humans or animals or Audiology.

Mission and Goals

The mission of the Communication Disorders Graduate Program is to educate students to become competent speech-language pathologists, audiologists, teachers, and/or researchers who are committed to scientific inquiry and lifelong learning, to add to the knowledge base of the discipline, to provide public service to enhance the lives and dignity of individuals with communication disorders, and to embrace diversity.

The goal of the audiology AuD program is to provide each student with the theoretical background and knowledge base, clinical practice experiences, and introduction to research methodology to meet the mandated requirements of practice, to provide competent, ethical, and caring assessment and management services, to develop and use evidence-based practice, and to be lifelong learners.

The goals and mission of the Ph.D. program are to prepare students for leadership positions where they will educate future professionals, advance the knowledge base of the discipline, and promote and support the highest quality services in clinical settings. This mission is consistent with the Department's mission to educate clinicians and leaders and to contribute to the basic scientific study of the processes of human communication and the prevention of communication disorders.

Graduates of the Doctor of Audiology Program are prepared for positions as audiologists in all health care and educational settings throughout the United States. There is a shortage of audiologists in Ohio and in the region, especially in school settings. Graduates of the Ph.D. program are prepared for careers as teachers and researchers in higher education and other research settings. The program is committed to educating teachers and researchers to meet the critical need in the discipline in Ohio as well as throughout the United States.

Unclassified Students

All unclassified students wishing to register for graduate courses offered by the department must secure the permission of the Director of Graduate Studies and permission of the particular instructor offering the course in question as a prerequisite to registering for any course. Unclassified graduate students may be admitted to the Graduate Division for study, but not admitted for graduate degree programs. They may take courses for graduate credit, but the number of credits taken under this classification will not exceed 9 graduate credits.

Financial Assistance

The AuD program has three available scholarships available for entering students. Bahmann Awards, Donnelly Scholarship, and Keith Endowment scholarship awards are offered to entering students based primarily on GPA and GRE scores reflected in the student application. Students receiving scholarships or other similar financial support from the department must register for a minimum of 12 credit hours for each semester they are funded.

The University of Cincinnati has endorsed and is governed by the following resolution adopted by many colleges and universities in the United States and Canada: Acceptance of an offer of any scholarship award for the next academic year by an actual or prospective graduate student completes an agreement which both student and graduate school expect to honor. In those instances in which the student accepts the offer before April 15 and subsequently desires to withdraw, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer.

Students must be registered for 10 or more graduate credits each semester exclusive of audit credits to be considered a full-time graduate student. The workload requirements of students who receive the Bahmann Award and the Keith Endowment scholarship awards are generally expected to provide a maximum of 20 hours per week in departmental service. Students who receive the Donnelly Scholarship are expected to provide a maximum of 10 hours per week in departmental service, as it is generally a lower financial award.

Students are required to maintain a 3.0 overall grade point average in graduate school in order to retain funding through the scholarship awards. Students whose grade point average falls below 3.0 and those who receive incomplete grades for fall semester of the first year may retain financial aid for spring semester. Students who do not have an overall 3.0 grade point average and/or have two or more incompletes at the end of spring semester will lose their funding as of summer of the first year. The same policy will hold for all future semesters. Students may retain funding with a 3.1 overall grade point average and one incomplete. However, all incompletes must be resolved prior to fall of the second year, unless the course must be repeated.

In addition to scholarship awards the university Graduate Student Governance Association (GSGA) provides conference travel awards in the amounts of a maximum of \$400 for presenters and \$100 for non-presenters per fiscal year. Conference travel awards are allowed for meetings deemed appropriate by the student's advisor who also signs authorization of payment by the university.

Professional Association Student Scholarships

There are a variety of student scholarships ranging from \$500 to \$10,000 available through the American Academy of Audiology (www.audiology.org), the American Speech-Language-Hearing

Association (www.asha.org), the Academy of Doctors of Audiology (www.audiologist.org) and others (e.g., William F. Austin Scholarship via Starkey). Information on these is available on association or industry websites.

Some student scholarships are available for self-nomination. Often only one nomination will be accepted from a single university. Once a nomination is received, submitted materials (i.e., a faculty letter of recommendation, resume and personal statement addressing specified topics pertinent to the scholarship) are reviewed by a panel and a recipient is chosen.

If faculty can only write on behalf of one nominee for a self-nominated scholarship, you must provide your selected letter writer all material you will be submitting 30 days before the scholarship's submission deadline. (An unofficial transcript will suffice at this stage although your final submission may require an official transcript from the university.)

If the audiology faculty receives more than one self-nomination for a given scholarship, the faculty will review the self-nominations and select the strongest candidate for submission using the same criteria that the originating scholarship agency has set.

Ohio Residency

The Department of Communication Sciences and Disorders suggests that all Communication Sciences and Disorders non-foreign non-Ohio resident graduate students reside in Ohio during their graduate study and take the appropriate steps to become Ohio residents in order to receive in-state graduate tuition rates during their second and subsequent years of study. Application for residency, however, does not guarantee approval for residency for in-state tuition rates. The eligibility criteria and required documentation for Ohio residency can be found on the Registrar's web site at www.uc.edu/registrar. In summary, after the first year of living in Ohio as full time in the AuD program, students can apply for Ohio residency and pay in-state tuition.

Academic Performance

All students will be periodically reviewed in terms of academic and clinical practice performance. Graduate students who fall below the 3.0 quality point average required for graduation, or who demonstrate a serious deficiency in professional content areas or clinical practice will not be continued on financial support, and may expect to be reviewed by the faculty with regard to continuation in the graduate program.

Each student's previous academic and practical experiences will be evaluated in relation to the suggested program to determine the actual graduate course of study. Students should expect to enroll in a number of courses in the major area, which may be similar in title to courses taken at the undergraduate level. The capstone is generally not begun until the second year and should be completed by the end of Spring semester of the third year. The third and fourth year of study in the AuD Program are devoted particularly to completion of practicum experiences and/or school and clinical internship experiences.

Fourth year students often complete clinical internships outside of the Cincinnati area. These students are responsible for all program requirements and are expected to make arrangements to be on campus for the student conference (if presenting) and exit interview. With permission from their advisor and/or departmental chair students can complete the exit interview via WebEx, Skype or Facetime when travel is prohibitive. Any exceptions must be arranged in writing at least one semester in advance. The specific curriculum for the Doctor of Audiology degree can be found on the Communication Sciences and Disorders website (<http://www.cahs.uc.edu/csd/academic-programs/aud-in-audiology/curriculum>).

Syllabus Statement regarding Competency:

Students are required to demonstrate the entire course competencies listed on the syllabus during the semester. A remediation plan will be developed for those students who receive a grade of C in the course, and/or fail the course, to meet the competencies covered during the semester. The remediation plan must be successfully completed with demonstration of needed competencies by the seventh week of the succeeding semester. Students who do not successfully complete the remediation plan by the deadline will be required to retake the course the following year as determined by the instructor or may expect to be reviewed by the faculty with regard to continuation in the graduate program.

SECTION II

GENERAL INFORMATION FOR MATRICULATED STUDENTS

The first component of the Doctor of Audiology program is academic preparation. During the first year of study, each graduate student will be assigned an academic advisor from the full-time faculty. The student should continue to meet with this adviser periodically to ensure that the program has continuity and that all academic requirements for graduation and state licensure are met, and for those who are interested, ASHA and/or ABA certification. The advisor should be apprised of special interests or goals such as public school certification, so that plans to satisfy such requirements may be made from the first semester of the program.

Students must be registered for 10 or more graduate credits each semester to be considered full-time graduate students. Students receiving scholarships or other similar financial support from the department must register for a minimum of 12 credit hours for each semester they are funded.

A second important part of the graduate program is clinical practicum. Students have a practicum assignment each term that they are enrolled in the program, either on-campus or in a cooperating practicum site. Clinic practice requirements are discussed in detail in Section IV of this handbook.

A third aspect of the program is the completion of a case presentation clinical examination. This examination is taken during the second semester of the third year. It may be passed without stipulation. If failed, it may be repeated once. It may be passed with stipulations for further study, or a repeat examination may be required.

A fourth step in the program is related to the requirements for the completion of a graduate capstone. The proposal for the capstone is submitted no later than the first term of the third year of study, and approved by the student's selected capstone advisor. Finally, each student will be required to present a poster of their capstone project or other research at the college PRAISE conference in the Spring term of their second, third or with approval from their advisor during the fourth year.

After completion of all academic and clinical requirements for the degree and passing of the National Examination in Audiology (i.e., the PRAXIS exam), graduates are eligible for state license in Ohio and ABA certification. Students desiring ASHA certification should apprise their advisor of this fact to ensure sufficient clinical hours are supervised by an ASHA certified audiologist. Other states may have slightly different requirements for licensure than Ohio and students who plan to practice out of Ohio should check on state requirements early in their course of study to determine how modifications in the course of study can be made to accommodate those differences.

Keys

Each student is entitled access to the Communication Sciences and Disorders Clinic therapy, audiology clinic, preschool and clinic materials rooms and department general labs. Procedures for obtaining keys will be explained during graduate orientation. Keys must be returned to the Communication Sciences and Disorders office (344 French E) at the end of the student's graduate program. Students will be charged \$25 for keys lost or stolen and for keys not returned before graduation or upon request. Unpaid fines will result in the inability to obtain transcripts and diplomas.

Student Organization

The University of Cincinnati has a National Student Speech-Language-Hearing Association (NSSLHA) chapter to which any student in Communication Disorders may belong. The graduate students are also represented in the University-wide Graduate Student Association. The University of Cincinnati also has a Student Academy of Audiology (SAA) chapter to which any AuD student may belong. All students are invited to assist the NSSLHA and SAA chairs in the development of the student organizations. Students may also be associate members of the Ohio Speech-Language-Hearing Association, and the Ohio Academy of Audiology.

Information Technology and Instructional Equipment Fees

All full-time and part-time undergraduate, graduate and professional students in all programs (except Raymond Walters College, Clermont College and M.D. programs) are charged an Information Technology and Instructional Equipment (ITIE) fee. This fee is used to fund improved access to and assistance with information technology and to fund other types of instructional equipment.

Fees will be automatically assessed on billing statements at the time of registration and will be subject to the same refund percentages as the Instructional Fee, the General Fee, and the Non-resident surcharge. These monies are used to purchase therapy and laboratory supplies, digital recorders, prerecorded CD/DVDs, camcorders, sound level meters, computers and computer software, etc. for student use and to provide equipment maintenance and technical support salaries.

Libraries

The Jean W. Rothenberg Collection in Communication Disorders is housed in the Health Sciences Library in the Medical Sciences Building on east campus. Additional holdings in our profession are also in Langsam Library on the west campus. The Public Library of Cincinnati and Hamilton County is a valuable resource as well. The Curriculum Resource Center in the west campus Blegen Library has a variety of therapy materials and references that may be of value. There are also a variety of computer resources for students within the department labs on the ground level in French East. The Health Sciences Library at the College of Medicine offers free one and two hour instructional sessions on computer library access as well as other useful instructional classes such as E-mail Remote Access, Canopy, Outlook, and Internet. They also

offer free introductory, intermediate and advanced sessions on software such as Word, Excel, Access, and PowerPoint. Students are encouraged to use this valuable free resource.

Non-Discrimination Policy

3361: 10-13-01 University policy on non-discrimination

The University of Cincinnati is committed to excellence and diversity in our students, faculty, staff, and all of our activities. A fundamental component to achieving diversity is ensuring equal opportunity for all through affirmative action and by providing an inclusive environment free from invidious discrimination in all of its forms. The university reaffirms its policy that discrimination on the basis of race, color, religion, national origin, ancestry, disability, medical condition, genetic information, marital status, sex, age, sexual orientation, veteran status, or gender identity and expression shall not be practiced in any of its activities. Furthermore, where past or present discrimination continues to have an adverse impact upon protected class members such as minority groups, women, disabled veterans, the university will take affirmative action in carrying out its policy of non-discrimination and equal opportunity for all.

<http://www.uc.edu/trustees/rules/administration.html>

Right to Review Records

Students, once enrolled, have the right to review their educational records, except for those excluded by law, such as records maintained by a physician or psychiatrist, or parents' financial statement. Educational records are maintained in such offices as Student Records, Financial Aid, Career Development and Placement and Educational Advising.

In order to gain a review of such records, along with any appropriate explanation or interpretation, the student should first address the proper university, collegiate, or departmental office. Should the student encounter any difficulty in obtaining the kind of review requested, the question should be referred to the Office of the Registrar. An individual may challenge the content or the right to review a student record by appealing to the Family Educational Rights and Privacy Act Committee. It is the policy of the University of Cincinnati that the kinds of student records referred to in this statement will be reviewable by any qualified student at any reasonable time. Copies of any portion of the record will be provided at cost, except transcripts of students' permanent academic records for which the University's transcript policy will apply.

It is the policy of this institution that all student records, other than "Directory Information," are to be treated with confidentiality so that the only access afforded University faculty or staff is on a "need-to-know" basis. The office responsible for the maintenance of any particular student record will be responsible for seeing to it that such confidentiality is maintained.

The University considers the following information as Directory Information: The student's name, address, telephone number, email address, college, class, major field of study, dates of attendance, registration status, and degrees and awards received.

Academic Honesty

Academic dishonesty in any form is a serious offense and cannot be tolerated in an academic community. Dishonesty in any form, including cheating, plagiarism, deception of effort, or unauthorized assistance, may result in a failing grade in a course and/or suspension or dismissal from the Graduate Division.

Expectations for Classroom Etiquette

The following are Department-wide expectations for courtesy to other students and to instructors and guest speakers in the classroom during class lecture/meeting time. Additional expectations may be found in course syllabi. Sanctions for violating these expectations may be found in the course syllabi and announced in class.

1. Consistent attendance and punctuality is expected. Syllabi of particular classes may include specific expectations regarding notification of absence or tardiness. Students are responsible for all materials presented in class during their absence.
2. Cell phones and other personal electronic devices must be put on silent ring or vibration in order to receive emergency alerts from the university and/or family members. However, social text messaging must not occur in class.
3. Computers are to be used **solely** for instructor-directed in-class activities pertinent to the class in session. The following activities are not permitted during class time: Net surfing, reading emails, working on assignments for other classes, etc. This is a matter of courtesy to your instructors and to your fellow students.
4. Continuous/lengthy side conversations with classmates are not permitted during lectures, guest lectures, whole-class discussion, student presentations, etc. This is a matter of courtesy to instructors and fellow students.
5. Students are expected to remain in the classroom during tests and exams, unless explicit permission is granted from the instructor.
6. Students may not alter switch settings on the classroom computer and/or electronic controls.
7. The Bahmann room is to be used for scheduled patients, classes, conferences, and meetings only. It should not be used as a lounge or dining room during or between classes. The electronic equipment, computer, and video projector should be used only in preparation for and during scheduled classes in this room. The last person out of the Bahmann room is expected to shut down all electronic equipment, the computer, and video projector, and lock and close the door.

Graduate Student Grievance Procedures

It is the policy of the University to provide an opportunity for the resolution of disputes involving graduate students in a fair and collegial manner and within the department if possible. These procedures establish a formal process for graduate students to request review and redress of certain grievances arising out of their academic relationships with their departments, their colleges, or the University of Cincinnati.

The department of Communication Sciences and Disorders abides by the Graduate School's Grievance Procedures which can be found at www.grad.uc.edu/.

Complaints against graduate education programs or complaints against the Council on Academic Accreditation may also be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public to:

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

Procedures for filing a complaint with the Council for Clinical Certification can be found at <http://www.asha.org/Certification/Complaints-Against-The-CFCC/>.

Concerns about graduation, practicum, advising or the conduct of faculty or other graduate students should always be addressed first with the relevant faculty member or student. Unresolved concerns should be addressed to the Department Head. The University has an Ombudsman who may be consulted on issues that seem beyond the scope of the program or department, including issues of sexual harassment, or discrimination of any sort. It is the student's responsibility to advise the faculty and the Department Chair about the need for assistance with financial, health or academic problems that might interfere with study or practicum performance.

Competency, Probation, & Dismissal

COMPETENCY

Competencies will be determined for classes that ASHA requires. These are used to ensure that all students have met requirements for graduation, ASHA certification and/or state licensure.

NOTES

1. A student may receive a passing grade in a course without having satisfied all of the competencies.
2. Students must satisfy all first-year competencies by 7 weeks post completion of the course, or at a specific deadline determined by the instructor. Failure to pass the first-year competencies may delay entry into off-site practicum assignments.

COURSE COMPETENCY REMEDIATION PLANS

Students are required to demonstrate the course competencies listed on the syllabus for each course during the semester. At the end of each term, instructors will alert the Program Coordinator and Program Director of students who require a remediation plan that extends past the end of the term of the course. For those students who do not pass course competencies a remediation plan will be developed by the instructor within 2 weeks of submitting grades. The remediation plan must be successfully completed within seven weeks of receiving the remediation assignment from the instructor. If after 7 weeks, the competency concerns are not resolved, a second plan will be developed that will be forwarded to the Program Coordinator and Program Director.

PROBATION, SUSPENSION, DISMISSAL, & APPEALS

Students may be placed on probation or dismissed for academic, research, or clinical practicum deficiencies, academic misconduct, and/or issues related to professionalism. Problems may be identified by faculty, off-site practicum supervisors, the Clinic Director, and/or the Schools Practicum Coordinator and shared with the Program Director. Further, the Program Director monitors the following activity for all students:

1. grade reports,
2. practicum performance,
3. research performance (if applicable),
4. ethical/professional conduct, and if applicable
5. success in completing remediation plans regarding competency.

When a concern is identified, a meeting is subsequently scheduled between the student and appropriate faculty. These individuals may be the Program Director, Clinic Director, faculty directly involved with the student's training, and/or Department Chair. The purpose of this meeting is to address the concern, problem-solve a potential solution, and create a remediation plan. Written documentation of the problem, including criteria for probation and dismissal will be signed by all in attendance (including the student) and will be stored in the student's CALIPSO account, which is available to students.

Probation

Students may be placed on academic probation for the following reasons:

1. overall GPA falls below a 3.0,
2. student earns a second C during their program,
3. failure to meet competencies in 2 courses by the agreed upon deadline in the signed remediation plan,
4. failure to successfully complete a practicum remediation plan,
5. professional misconduct that is not deemed illegal or in violation of the ASHA/AAA Code of Ethics or UC Student Code of Conduct. This may include (but is not limited to) multiple unexcused tardiness; inappropriate use of social media relating to the program, its content, or related professional activity,
6. multiple and/or prolonged unexcused absences. For details, please see the department policy below, and the Graduate Student Handbook.

Probation Remediation Plans

When a student has met criteria for probation, as described above, the student will receive an email from the Program Director to schedule a meeting between the student and appropriate faculty. These individuals may be the Program Director, Clinic Director, faculty directly involved with the student's training, and/or Department Chair. The purpose of this meeting is to identify and address the issues that led to being placed on probation. Written documentation of the problem, including criteria for dismissal will be signed by all in attendance (including the student) and will be stored in the student's CALIPSO account which is available to students. Students who fail to meet the requirements of the remediation plan will result in dismissal from the program.

Terms of Probation

1. Academic (items 1-4 above): Students will remain on probation so long as their cumulative GPA is below 3.0. However, students will be allowed to continue in the program as long as earned grades in subsequent graduate-level courses are a B- or higher and progress toward achieving remediation plan goals is documented. Students will not be allowed to move forward in the program until grades have been verified by the Program Director for your cohort and/or the cumulative GPA moves above 3.0.

2. Professionalism/Other (items 5-6 above): Students placed on probation for professional misconduct and extended periods of absences, must successfully complete the remediation plan within the designated time frame and complete a full semester with no additional concerns before probation is lifted.

3. Multiple Probations: Students are allowed 1 probation period; students may be dismissed from the program if s/he meets the eligibility for probation a second time.

Dismissal

Students may be dismissed (with no probationary period) if:

1. grades for any semester, **while on probation**, fall below B-,
2. overall GPA for any specific grading period, **while on probation**, falls below a 3.0 (excluding Incompletes),
3. a third C is earned during the program,
4. a grade of "F" is received in any course,
5. proven academic dishonesty (see Graduate School Handbook),
6. two consecutive practicum placements are not successfully completed despite documented remediation attempts,
7. professional misconduct that is deemed illegal or in violation of the ASHA/AAA Code of Ethics or the University of Cincinnati Student Code of Conduct.

When a student meets the criteria for dismissal (with or without probation), a meeting is scheduled between the student and appropriate faculty, the Program Director, Clinic Director, and Department Chair as soon as possible but not more than 3 business days into the new term. The

purpose of this meeting is to address the concerns and determine whether extenuating circumstances should be considered prior to dismissal. Written documentation of the problem, including criteria for probation and dismissal will be signed by all in attendance and will be stored in the student's CALIPSO account. The student has 3 business days to challenge the dismissal in writing to the Program Director and Department Head. Any subsequent meetings are similarly documented. If resolution of the problem cannot be reached, feedback from the faculty involved in the student's training will be sought and considered. The decision for dismissal is made by majority vote of the entire faculty. The Department Head and Program Director will then have a final meeting with the student, to inform the student about the decision. During this meeting the Chair and Director will provide information about options for further academic (including grievance options) or employment opportunities.

NOTE: Exceptions can be made to the Probation and Dismissal criteria only with a documented medical leave, formal leave of absence, or extenuating circumstances. It is important to note that it may be necessary to extend the program to develop a plan that accommodates the student's needs (see Graduate School handbook for details and forms).

- Medical Leave. The need for a medical leave and subsequent documentation must be provided as soon as reasonable given the situation. Students should contact their Program Director to develop a plan for informing instructors and practicum supervisors about the need for medical leave.
 - o Some medical leaves allow for planning (i.e., some surgeries, maternity, etc.), while others do not (i.e., life threatening illness, accidental injury, etc.). Students who have anticipated medical leaves need to alert the Program Director in advance of the leave. In all cases, the student is responsible for updating the Program Director of any changes to the plan (in writing), as soon as possible, to ensure good standing in the Program.

Pre-Registration Procedures and Requirements

Physical Examination

A physical examination and proof of immunization for measles, mumps, rubella, and hepatitis B series is required of each new graduate student accepted into the program. A tuberculin Tine Test or chest x-ray within three months of registration is required.

Name Change Request Form

Name Changes must be completed by students who have legally changed their name. Students should immediately change their name through Catalyst on the UC website at http://www.uc.edu/registrar/policies_and_procedures/name_change.html. Select Forms and then Name Change Request. A name change will not be accepted in the Department until the name change is formally changed on the student database through the Office of the Registrar.

Change of Address

Address Changes must be completed by students who have moved. Students should immediately change their address by going to One Stop (My Information) on the UC website. The student is to inform the Department Office (344 French East) immediately of a change of address and/or phone number.

Transfer of Credits

As a means of assuring that the character and standards embodied in graduate degrees awarded by the University of Cincinnati are preserved, limits are set on the amount of work completed at other institutions which can be included as fulfilling graduate degree requirements. These limits complement residency requirements, and are stated as follows:

The minimum requirement for the Doctor of Audiology degree is four years full-time graduate study, or its equivalent. Eligibility for graduation requires minimum graduate credits specified in the curriculum posted on the departmental website (www.uc.edu/cahs/csd). The latter half of this minimum must be completed while in residence at the University of Cincinnati. Graduate credits to be transferred from another institution must be approved by the advisor and Communication Disorders faculty. In no case can credit for the capstone requirements be satisfied by transfer from another institution.

Students who have done work at other graduate schools may choose to petition for transfer of credits earned elsewhere toward an AuD, master's or doctoral degree at U.C. The petition should be submitted through the Director of Graduate Studies. The merit of the petition will be judged according to the standards and procedures of the graduate program to which application has been made, subject always to the instructions outlined in the policy above.

Normally, credit hours allowed for a transfer course will not exceed the semester credit hours of any U.C. course(s) which cover equivalent material. In addition, courses eligible for transfer credit must have been taken within the five years prior to application.

International Students

Before admission to the University is completed, all foreign students must fulfill U.S. Immigration Service requirements and register with the International Services and Foreign Student and the International Services Office. The Department of Communication Sciences and Disorders requires the Test of English as a Foreign Language (TOEFL) of all applicants whose native language is not English. This test must be taken in the student's own country before admission is granted. This requirement may be waived for a foreign student who has completed an academic program of two or more years in duration at an accredited American college or university. Presently the minimum TOEFL score acceptable for graduate work in the Department of Communication Sciences and Disorders is 100. Further information can be found on the Graduate School's Website at <https://grad.uc.edu/fac-staff/handbook/graduate-admission/international-admission/english.html>.

Upon arrival at the University of Cincinnati, all international students are required to carry student health insurance. Semester fees (reflecting the number of accompanying dependents) will be assessed at each registration period.

Registration

The UC Schedule of Classes provides the courses offered each semester at UC. To view the schedule click on the following link: The [UC Schedule of Classes](https://webapps2.uc.edu/scheduleofclasses/) or copy and paste the following to your browser: <https://webapps2.uc.edu/scheduleofclasses/>

University Breaks

Students in the graduate program will have academic or practicum responsibilities that may extend into one or more of the University breaks. Therefore, students wanting leave during the graduate program must obtain prior permission from the Clinical Practicum Coordinator, School Practicum Coordinator, Faculty Supervisor, Graduate Program Director, or Department Head when approved by all affected parties.

Computer Use

Computer Requirements

All students are required to have access to a computer with the following:

1. **Windows 7 or newer or Mac OS X Snow Leopard or Lion or newer**
2. **Application Software:** Word 2013 or later (Office 2013 for Windows or Office 2011 for Mac preferred). All students have the access to Microsoft Office by taking advantage of the Microsoft 365 program offered through UCIT free of charge by visiting: <http://www.uc.edu/ucit/students/software.html>
3. **Virus protection software:** All computers connecting to the UC network are required to have some kind of virus protection. There are no restrictions on the use of any virus protection software. Students can download antivirus software free of charge, if needed, by visiting the UCIT web site: <http://www.uc.edu/ucit/students/software.html>

Computer & Network Hardware

4. **Broadband Internet Connection:** A 768 kbs (kilobits per second) bandwidth connection, guaranteed. Examples of broadband connections are Roadrunner, offered by Time Warner Cable, and Zoomtown, offered by Cincinnati Bell.
5. **Processor:** Minimum Dual Core Intel or AMD processor running at 1.6 GHz or

faster.

6. **Memory:** 4 GB of RAM minimum.
7. **Computer Hard Drive:** 500 GB or greater

Canopy & Blackboard

All of the courses at U.C. will use Canopy & Blackboard. If students are not familiar with Bb, they can access it through

https://canopy.uc.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=302_1. It can also be reached under UC Tools on the UC webpage, www.uc.edu.

Canopy & Blackboard Support can be reached at 513-556-1602 or online at:

https://canopy.uc.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=302_1

The staff is extremely helpful and will be able to walk students through any difficulties they may be having.

Many of the courses use **Canopy Plugins** -Go to www.uc.edu and search **Plugins**, or using this link http://www.uc.edu/distance/Student_Orientation/Technical_Requirements/plugin-ins.html that will take you to downloads of the following:

- Java
- Adobe Reader
- Adobe Flash Player
- Adobe Shockwave
- Windows Media Player
- RealPlayer

Browser Requirement for Canopy & Blackboard

It is recommended that Canopy & Blackboard be accessed through Internet Explorer 8.0 or higher, Firefox 12 or Higher, or Safari 5 or higher.

In order for certain areas of Canopy & Blackboard to function properly, students will have to go to support (from the MY UC BB Home Page) and then click on System requirements, then click on browsers and follow the instructions according to the browser version. eStudents will be given instructions how to download and enable *Java* and *cookies*.

Taking Tests in Canopy & Blackboard

The single most common problem with online test taking occurs when a student's computer loses connectivity with the Canopy & Blackboard server. If this occurs during test taking, it is very

likely that answers will be lost. There are a number of things students should do to minimize the likelihood of this problem occurring both before and during the online assessment. Use the handy checklist below to minimize problems during the exam.

When taking a test in Canopy & Blackboard, students should:

Use the **current version and correct settings** of the preferred web browser. This information can be found on our support site under the System Requirements section at [https://canopy.uc.edu/webapps/portal/execute/tabs/tabAction?tab_group_id= 3021](https://canopy.uc.edu/webapps/portal/execute/tabs/tabAction?tab_group_id=3021).

Use a **reliable** and, if possible, **fast** internet connection (DSL, cable, or other broadband).

Check the **inactivity timeout period** set by the Internet Service Provider and find out if it can be disabled or if there is a way to work around it before beginning the test.

Have **paper** handy to write down answers as you take the test as a back-up in case the test submission is not successful.

Log out and back into Blackboard just before beginning a test to ensure the maximum 3 hour time period to take the test.

Periodically click the “Save” button during the test to record answers. This option will only appear if all of the test questions are presented on one screen.

During the test, students should not:

- **Resize or minimize** the browser window.
- Use the **Back button** on your browser.
- **Double click** on the link to begin the test or on any buttons or links inside the test.
- Leave the test window **open and unattended** for any period of time.

If students experience technical difficulties during the exam, contact the instructor via email immediately to alert him/her to the problem. Be as descriptive as possible in the email about what was going on when the problem occurred, including the date and time in the description.

Student UConnect Email Address

It is mandatory that all students activate their university email address and update it on Blackboard. All communication with students will be done through their student account. Browsers such as Yahoo, AOL, Gmail, Hotmail, etc., cannot support the documents that UC sends and will not be useable.

To activate the UConnect E-mail address, go to <https://kb.uc.edu/KBArticles/CentralLoginService-PSS.aspx> which has the available email functionality information.

The UC default password is the student's full birth date (MMDDYYYY). After logging in immediately change this temporary password to a unique, personal password. The following website can be used to set up, change, or find a forgotten password:
<https://kb.uc.edu/KBArticles/CentralLoginService-PSS.as>.

SECTION III ACADEMIC PROGRAM

Each AuD student is required to complete the following academic program in order to receive the Doctor of Audiology (AuD) degree from the University of Cincinnati. Completion of the program provides the opportunity to meet all requirements for licensure in the state of Ohio. Students seeking licensure in other states should check with that state's licensure board for requirements.

To be eligible for certification from the American Speech-Language-Hearing Association or the American Board of Audiology, graduates must complete a minimum of 75 graduate semester credits. The student must document that they have demonstrated mastery across a number of knowledge and skill competencies that are appropriate for a beginning Audiology practitioner. The specific competencies that the student must master are found in Calipso. The AuD faculty is responsible for assessing each student's mastery of these competencies. The curriculum has been designed such that all students will have ample opportunities to demonstrate the competencies required by the certification standards. These assessments will be completed as a part of the student's classroom and clinical experiences. The results of the assessment will be shared with the student on a regular basis and will be available for student review via a web-based tracking program. Details regarding the assessment program and the tracking program will be presented and explained during the student's first term in the program. Students who desire ASHA certification upon graduation must apprise their advisor of this fact to ensure sufficient practicum hours are attained under supervision of an ASHA supervised audiologist.

Prerequisites

The following prerequisite courses need to be taken prior to beginning the graduate program:

<u>Course Number</u>	<u>Course Title</u>
CSD-3061 or equivalent	Audiology I
CSD-4012 or equivalent	Neurological Foundations of Communication
MATH 1021 or equivalent	College Algebra
	Biological Science
	Social/Behavioral Science
	Physical Science
	Introductory Statistics
	Normal Speech and Language Development

Learning Markers

Learning markers (competencies) are developed for each course and practicum assignment. They are used to ensure that all students have met training program requirements. A student may receive a passing grade in a course without having satisfied all of the learning markers. This means that the student must complete the remaining learning markers for that course through other experiences prior to graduation. Students must satisfy all first-year class and practicum learning markers by August 4th of the first year (or earlier, at the discretion of the instructor).

Failure to pass the first-year learning markers will delay entry into second-year practicum experiences.

Doctor of Audiology Curriculum

The course schedule shown in the curriculum grid posted on the Communication Sciences and Disorders website (<http://www.cahs.uc.edu/csd>) represents the required curriculum for the Doctor of Audiology at the University of Cincinnati. The required courses total 106 semester hours. Note that the number of semester hours assigned per semester for either practicum or capstone credit may not reflect the actual number of hours required to complete those activities. Students must register for a minimum of 6 capstone credits during their course of study.

Doctor of Audiology Course Electives

Students are required to take at least two electives during the course of the AuD program. The purposes of the elective are to broaden the student's knowledge base in topics related to the discipline of audiology. The topics will be of specific interest to the student's professional interest and future career. The elective course possibilities are wide ranging as long as they are relevant to the science and practice of audiology. Selected electives must meet the approval of the student's academic advisor and be available for graduate credit.

Two opportunities offered within the department fulfill the requirements leading to the Animal Audiology Certification and Certification as a School Audiologist in Ohio. The course requirements for the two certificates are provided below.

Required Courses for Animal Audiology Certification

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
CSD-8020	Seminar in Animal Audiology	3
CSD8099	Comparative Audition and Vocal mechanisms	3

In addition, students are required to serve 25 hours in FETCHLAB clinic and be IACUC trained.

Required Courses for Certification as a School Audiologist in Ohio

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
CSD-8082	Audiology School Practicum	3
SPED-6001	Individuals with Exceptionalities (Fall semester on-line)	3

In addition to the listed coursework, prior to graduation all students will be expected to complete:

- 1.) A minimum of 2000 hours of supervised clinical practicum. Details of the practicum requirement are described in Section IV of this handbook.

- 2.) A capstone project. Details for this requirement are provided below.
- 3.) A series of clinical case study presentations. Details are presented below.

AuD Capstone Guidelines

INTRODUCTION

The policies and procedures outlined below are designed to be used by the AuD program as a guide for doctoral capstone projects. The guidelines will be especially useful for students and project advisors as they plan and complete the capstone project. Students must register for a minimum of 6 capstone credits during their course of study.

The following guidelines are divided into two general areas: 1) purposes of the capstone project and 2) procedures designed to guide a capstone project.

PURPOSES OF CAPSTONE PROJECTS

All AuD students must complete a capstone project. The purposes of the capstone project are:

- to create an opportunity for students to engage in an in-depth study of an area of audiology
- to foster the student's appreciation for research and evidence-based practice
- to enhance the student's capacity to be a critical consumer of audiologic research
- to provide a forum conducive for the student to demonstrate critical thinking

The faculty strongly recommends that the capstone be completed by the end of the third year, and must be completed before graduation. The capstone or similar research must be presented at the College's PRAISE conference (Presentation of Research and Innovative Scholarly Endeavors) in the spring of the 2nd, 3rd, or 4th year. Additionally, when appropriate, students are encouraged to submit their capstone project to state, regional, national or international meetings as a poster or presentation or to a peer-reviewed journal for publication.

The capstone is not limited to research-based investigations. The design can also include evidence-based position papers, business plans, critical literature reviews with applications to clinical problem solving, development of clinical protocols based on published research findings, meta-analysis of the literature to include investigation of levels of evidence regarding clinical procedures, in-depth reviews of topics related to the profession of audiology, a treatise on clinical procedures relative to diagnosis or remediation, etc. The capstone project can be written as a traditional thesis, a publishable paper, or may be in some other medium such as interactive videos or instructional DVD. Rules for capstone projects are loosely structured to enable students to be creative. However, a loose structure should not be misconstrued as allowing a minimalistic effort; rather the capstone must represent a scholarly project that meets the standards of the capstone advisor and department.

THE CAPSTONE PROJECT

I. REQUIREMENTS

The completed capstone project must be approved by the student's capstone advisor. The capstone advisor need not be the same person as the student's academic advisor. The steps and guidelines associated with completion of the capstone project are outlined as follows.

II. PROCEDURAL STEPS

A. Initiation

The initial step in the capstone project is to identify an area of interest. At this stage, the topic or format of the project need not be specific, but the student should have a general idea about the area of interest. The majority of ideas for capstone projects arise from reading the literature (often associated with course assignments), as the result of discussions with course instructors, classmates or other program students, or with other audiology professionals. For these reasons, it is beneficial for students to actively discuss possible capstone project ideas with course instructors, mentors, and/or classmates. The faculty recommends that students spend the first year of the AuD program exploring ideas for a capstone project. During the 2nd year students should decide on their topic and complete the formalities described below, and by the spring of the 3rd year have completed all aspects of the project.

B. Selection of the Capstone Project Advisor

Once a student has an idea, topic, or an area of interest for a capstone project, the next step is to identify a capstone advisor who must be internal to the CSD program as evidenced by a formal appointment, at any level, within the department. If recommended by the advisor, depending on the scope of the capstone project, a committee can be formed consisting of one or more persons. These optional capstone committee members need not be departmental faculty. Students may select a capstone advisor and suggest a capstone that is directed by a researcher outside of the university (i.e.: Children's Hospital, National Institute of Occupational Safety and Health, etc.). This outside researcher would then become a committee member for the capstone project. The advisor must always be internal to the CSD program as defined above.

Students need to carefully select the advisor of their capstone project. In addition to providing assistance in selecting other committee members, if these are desired or needed, it is expected that the student and advisor will interact closely to refine the original capstone project idea into its final form, develop a proposal, conduct the project and write the final narrative. The chair is expected to provide guidance and mentorship to the student during all phases of the capstone experience, and, as necessary, to consult with the other committee members as the project is developed, initiated and brought to fruition.

A formal paper, which may go through several drafts, detailing the capstone project must be approved by the capstone advisor. A poster or oral presentation of the finalized capstone project must be given at the annual PRaISE conference if the student has not presented at PRaISE previously as a lead presenter. Students should meet with their capstone advisor for guidance on preparation and subsequent presentation of their project.

C. The Capstone Project Formal Paper Format

In general the format of the final write-up of the capstone project is as follows:

TITLE PAGE

INTRODUCTION

- Type and purpose of project
- Why the project is important
- Review of the relevant literature
- Research hypotheses (when

applicable) PROCEDURE:

- Describe in detail the methods used to complete the

project RESULTS

DISCUSSION

LIMITATIONS OF THE PROJECT

APPENDICES (If appropriate)

REFERENCES

III. THE PROPOSAL

A project proposal will be submitted to the student's capstone advisor for review, discussion, and approval before the student begins the research. The purpose of the proposal is to find common agreement so that the student has a clear path to follow. The proposal should be clearly and concisely written but can be brief.

Sufficient detail should be provided in the proposal so that each section contains a clear and succinct description of the project. The proposal must provide fundamental direction for the capstone project that subsequently will be followed as the project is completed. The title of the capstone project should be brief, but descriptive and suggest the project's purpose.

1. The introduction section should describe the type (i.e., research, survey development, position paper, literature review, assessment or management protocol, etc.) and purpose (i.e., typically a theoretical rationale based on literature review) of the project. The purpose of the project should support, and logically lead to a statement of the importance of the project. In many cases, the purpose and importance of the project can be broken down further into more precise sub-components or position statements.
2. The literature review should contain major research studies or published reports that are relevant to the student's project
3. Capstones that are research-based in nature must include a procedures section of the capstone proposal which addresses the methodological approaches the student will use to complete the project. Minimally it includes how the project will be conducted, specific procedures that will be employed, decision criteria, types of evidence (data) that will be collected and the anticipated sources of such evidence, and how the information collected will be analyzed and described. The procedure section usually concludes with a statement summarizing the scope of the project and listing expected limitations.
4. Students should include as appendices any information that might be distracting, or which is not needed in the body of the proposal. Appendices may include copies of questionnaires, models, computer programs or software applications specific to the project, formulas and calculations, and detailed description of instrumentation or assessment instruments, etc.
5. When appropriate the proposal should include a list of references – a listing of the books, articles and other sources that the student has cited in the proposal narrative using the *APA Style Manual* for references listed as part of the capstone project.
6. If the project involves human or animal subjects, once accepted by the advisor the proposal must have IRB or IACUC approval. When there is no pre-existing approval the application must be prepared by the student with the assistance of the advisor. Directions on how to prepare an IRB/IACUC application and the required forms can be obtained from <http://researchcompliance.uc.edu/HRPP/IRB/IRBOverview.aspx>. In addition, all researchers engaged in human subjects research must complete training prior to engaging in research. Training is provided online using Collaborative Institutional Training Initiative (CITI) and is available at the website <https://www.citiprogram.org/>. A capstone project must not begin until all necessary approvals are obtained.
7. Final approval of the project rests with the student's advisor and committee when applicable.

E. The Final Manuscript –

A digital copy of all capstone projects, regardless of format (i.e., research, critical literature

review to support position statement, development of an assessment/management based protocol, etc.), must be saved on Blackboard prior to graduation in a site designed for that purpose available at <https://canopy.uc.edu/webapps/portal/frameset.jsp> and labeled AuD Capstone: Doctor of Audiology. Specific information regarding storing capstone manuscripts will be provided to students by their capstone advisor. Archived copies of capstone projects will be available to all students and faculty to serve as models for writing up projects, and to provide bases for follow-up studies. Archives will also be available to prospective students in order to survey the type and variety of capstone projects conducted by AuD students.

Organization of the final capstone document will vary from project-to-project. When the capstone is in the form of a traditional research project the final manuscript must contain the following in the order listed here:

- Title page
- Acknowledgement page (optional)
- Abstract
- Table of contents
- List of tables (required only if there are two or more tables)
- List of figures (required only if there are two or more figures)
- Key to symbols, abbreviations, or nomenclature (optional)
- Text of the capstone project
- Appendices (optional)
- References

Case Studies and Grand Rounds

Students will present formal case studies to faculty and other students on a number of different occasions. Guidelines for developing a case presentation will be provided by the audiology faculty during the graduate seminar course. Second year students will be provided cases by the faculty for presentation at graduate seminar during an assigned semester. Third-year students will present during graduate seminar an original child or adult case that they identify from their clinical practicum or other source. Faculty feedback will be provided following each of these presentations and students may be asked to develop more cases or complete additional study if the presentation is considered unsatisfactory. These decisions will be made in consultation with the student's advisor.

Fourth year students are required to submit case studies using a format developed by the 4th year graduate seminar. Those cases will be added to a departmental archive for use in teaching and graduate seminar case presentations.

CALIPSO

Clinical education and practicum documentation is managed via a web-based program called CALIPSO. Students can access CALIPSO by going to www.calipsoclient.com/uc. They will receive step-by-step instructions on how to register during student orientation at the beginning of the first year of graduate study. In CALIPSO students will post their clinical hours throughout each semester and their preceptor will approve them. A midterm evaluation will help determine progress in practicum and whether there is a need for a remediation plan. The preceptor will also complete a performance evaluation at the end of each semester. The student will also complete a supervisor feedback form at the end of each semester. The on-campus practicum coordinator will review this form and submit it to the student's supervisor for his/her records. It is the AuD student's responsibility to frequently monitor his or her CALIPSO account and to keep records of all clinical hours up to date.

PRAXIS Examination in Audiology

For purposes of obtaining both state licensure and national certification, all students must take and complete the national examination in Audiology known as the PRAXIS exam. Details on this examination will be provided as a part of the Graduate Seminar course. Education Testing Service and the CSD audiology faculty strongly recommend that students take their PRAXIS exam in the autumn of their fourth year externship. Students must request that scores be sent to the University of Cincinnati when they register for the test. The UC Department of Communication Sciences and Disorders recipient code is RA 0238.

Graduation

Application for Graduation

To graduate, the university requires students to complete a minimum of 93 graduate semester credits. Students must document that they have demonstrated mastery across a number of knowledge and skill competencies that are appropriate for a beginning audiology practitioner. The program is responsible for assessing each student's mastery of these competencies as a part of classroom and clinical experiences. The curriculum has been designed such that all students will have ample opportunities to demonstrate the competencies required by program accreditation and licensure standards.

To apply for graduation you must complete the online graduation process. Students will be notified by the department when the website is available to apply for graduation as well as the application deadline. To apply online go to the Graduate School's website at <http://www.grad.uc.edu/graduation.aspx>. Deadlines are firm and failure to meet them will delay graduation. If a student does not actually graduate in the semester in which they have applied to graduate, his or her application to graduate is voided. Consequently, he or she must submit another online application for graduation. Students will be assessed a graduation application fee each time they apply for graduation. Graduation regalia consists of an academic gown and tassel and hood.

Exit Interview

Students are required to meet with the Department Head prior to graduation in order to verify completion of degree requirements. Students are responsible for scheduling this appointment.

The following must be completed before the exit interview occurs:

1. All course, practicum and research grades are changed to complete if needed.
2. All learning markers and trackables have been met and are “green” on CALIPSO.
3. The final version of the capstone is received and approved by the advisor.
4. If the student is seeking ASHA certification the application has been completed and signed by the Department Head.
5. Submission of the following requirements to the CSD Department Office:
 - a) Capstone Completion Certification form
 - b) IRB or IACUC Data form (if applicable)
 - c) Any keys to department facilities that had been obtained have been turned into the Department Head or Department Office.

If the student does not complete the degree requirements during the normal 4-year program, degree candidacy must be kept current by registering each academic year for at least 1 credit hour. Students have 5 years from the time of initial full time registration in the AuD program to complete the degree.

SECTION IV

CLINIC PRACTICUM

Students must submit written evidence of 25 hours of supervised observation before beginning practicum. Graduate students who have completed undergraduate prerequisites (including observation) will typically begin practicum at the CSD hearing clinic and external hearing screening programs during the first semester of graduate study. Off-campus assignment begin during the second year and will continue for every semester of the AuD program. If a student is deemed not to be ready for off-site placement they will continue on-campus assignments until they have achieved the appropriate skills. The place, length, and timing of off-site assignments will always be determined by the Audiology Practicum Coordinator. Interest in a particular type of experience should be discussed with the Coordinator.

Graduate students are expected to continue practicum during exam week and during semester breaks unless special arrangements are made in the schedule with the student's clinical preceptor at the beginning of the clinical assignment. Because class schedules may be altered each semester, practicum schedules may need to change at the beginning of a new semester.

Students must obtain a minimum of 2,000 clinical clock hours in order to graduate with the AuD degree and to fulfill the State of Ohio licensure requirements. Note that the clinical hour requirements and supervision requirements for certification and Ohio state licensure are different. AuD students who wish to hold the ASHA Certificate of Clinical Competence in Audiology (CCC-A) must have a minimum of 1826 hours of clinical practicum supervised by an audiologist holding the CCC-A from ASHA. Typically students wishing to hold ASHA CCC-A will acquire those hours in the 4th year. Students interested in holding Board Certification in Audiology by the American Board of Audiology can attain required hours from any licensed audiologist. Students who chose not to meet requirements for ASHA certification must sign a notice of such intent before beginning their second year. It is not possible to attain ASHA certification at a later date.

Students must acquire experience for a range of patient ages and demonstrate competence across a broad array of clinical skills that are delineated by the Council on Academic Accreditation (www.asha.org).

The following outlines the minimum clinical clock hours a student must obtain in a variety of areas with specific populations in order to meet the requirements set forth by the Communication Sciences and Disorders Department's AuD program:

EVALUATION: 80 hours
Adults - 40
Children - 40

TREATMENT: 20 hours

AMPLIFICATION: 80 hours
Adults - 10
Children - 10

SPEECH PATHOLOGY: 10 hours
Screening - 10
with normal hearing persons

For audiology licensure in the state of Ohio, a student must obtain a Doctor of Audiology degree from an audiology program accredited by an organization recognized by the United States Department of Education which includes UC.

The above are all minimum requirements, and students should expect to exceed these minimums in all categories of practicum. In addition, practicum experiences will be designed to enable students to gain the knowledge and skills necessary to meet the requirements of state licensure

which are the same as those for the ASHA CCC-A or initial ABA Board Certification. Successful completion of practicum experiences will be based on attaining the required number of hours for graduation and the acquisition of appropriate knowledge and skills. If the student desires ASHA certification upon graduation, all hours during the 4th year must be supervised by persons with ASHA certification.

Practicum Guidelines

Students are required to read the *Practicum/Clinic Handbook* and adhere to the policies, procedures and requirements discussed therein.

Essential Requirements for Clinical Practicum

Essential Requirements, as distinguished from academic standards, refer to the essential qualities and abilities that are considered necessary for a student's success in clinical/practicum programs. The Communication Sciences and Disorders program at the University of Cincinnati is responsible for the welfare of clients tested, treated, or otherwise affected by students enrolled in the CSD program. Thus it is important that persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice in the profession of audiology.

When requested, the University will provide reasonable accommodations to otherwise qualified students with documented disabilities through the Disability Services Office (556-6823) <http://www.uc.edu/aess/disability.html>. Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on non-academic factors that serve to ensure that those students with or without accommodations can meet the essential requirements of the clinical program required for graduation.

In order to successfully pass practicum and complete necessary competencies, required for licensure students should be able to meet the following criteria:

PHYSICAL ABILITIES –

- Provide a safe environment for others in responding quickly to emergency situations and in the application of universal precautions
- Sustain necessary physical stamina to complete the required work schedule

- Move independently to, from, and within the work setting
- Manipulate screening/diagnostic materials necessary to complete an overall assessment
- Manipulate materials and/or patient utilized equipment (for example, AAC devices, hearing aids) for clinical practice in a safe manner
- Accurately monitor through both visual and auditory modalities materials and equipment used for assessment and treatment of patients

BEHAVIORAL SOCIAL AND COMMUNICATION ATTRIBUTES

- Maintain emotional/mental health required for building professional and collaborative relationships with clients and colleagues
- Maintain composure and emotional stability in demanding or changing situations
- Communicate effectively with people in person, by phone, and in written form by considering the communication needs and cultural values of clients
- Show respect for individuals with disabilities and for individuals of different ages, genders, race, religion, sexual orientation, cultural and socioeconomic backgrounds
- Speak English intelligibly, including the ability to model English phonemes, with satisfactory voice, fluency and resonance for clear communication
- Demonstrate responsibility for lifelong professional growth and development
- Conduct oneself in an ethical and legal manner upholding the ASHA and or AAA Code of Ethics and university and federal privacy policies
- Understand the Scope of Practice and Practice Standards in the profession of audiology.
- Demonstrate honesty, integrity and overall professional behavior

COGNITIVE ABILITIES

- Comprehend, retain, integrate, synthesize and apply written and verbal information sufficient to meet curricular and clinical demands
- Seek relevant case information to formulate a diagnosis and develop a treatment plan
- Generate discipline-specific documents and clinical reports in English
- Reflect on clinical and academic performance and self-assess performance accurately

Procedure when a student does not meet essential requirements:

- Instructor or clinical supervisor identifies student as not meeting an essential requirement.
- Instructor/clinical supervisor alerts student's advisor and department chair (if identified in academic setting) or clinic director (if identified as a part of clinical practicum).
- Conference will be held with the student and include the instructor/clinical supervisor, department chair/clinic director to review the concern(s) with the student and recommend a course of action. An action/remediation plan will be signed by all parties involved.
- Documentation of the conference and the recommended course of action will be placed in the student's file.
- Students who are unable to meet these standards may be dismissed from the program.

During their initial orientation students will be provided a copy of the Essential Requirements document to sign acknowledging receipt, understanding and intent to comply. Students who are unable to meet these standards may be dismissed from the program.