

**DOCTOR OF AUDIOLOGY
(AuD)**

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 Director and Director of Graduate Studies. The Practicum Seminar and Graduate Seminar are particularly important sources of updated information. Finally, always feel free to ask a question when anything is unclear.

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

Sincerely,

Lisa Kelchner, Ph.D.
Interim Department Head

Robert W. Keith, Ph.D.
Director of Audiology

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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 greater detail 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. It 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 39,000 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 leads to a Masters Degree in Communication Sciences and Disorders and the program in Audiology that 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 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 students (first and second year oncampus and distance learning), 48 AuD students, 36 doctoral 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 Speech-Language Pathology and Audiology faculty members hold the ASHA Certificate of Clinical Competence, 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: Audiometry, Rehabilitative Audiology, and Clinical Management of Communication Disorders. Options 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 Psychoacoustics, Hearing and Vestibular Evaluation, Hearing Aids, Habilitative/Rehabilitative Audiology and Speech and Language Development in order to prepare them to evaluate hearing and balance disorders and provide appropriate management. 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.

The program involves in-depth study of the various disorders of hearing and balance coupled with practicum experience in the areas of study.

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/or 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 research experience 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 Master's Degree Program in Communication Sciences and Disorders with a major in Speech-Language Pathology and the Doctor of Audiology Program are prepared for positions as speech-language pathologists and audiologists in all health care and educational settings throughout the United States. There is a shortage of speech-language pathologists and 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.

Admission Requirements

Applicants must meet the following admission requirements:

1. Bachelor's degree. For students who enroll in the program, an official transcript with Bachelor's degree posted must be received by the CSD department prior to the beginning of the first semester.
2. A 3.0 minimum overall undergraduate grade point average.
3. Applicants are required to take the Graduate Record Examination (GRE)
3. A minimum score of 100 IBT on the TOEFL for students whose native language is not English.

Students entering the professional preparation program in audiology must have a well-rounded undergraduate degree or complete a set of prerequisite courses prior to beginning the graduate program.

Students who do not meet the admission requirements stated above may be admitted on a provisional basis. These students must maintain a 3.0 average during their first two semesters of study to be admitted to full status and to be eligible for financial aid if available.

Application Procedures

An online application to the Doctor of Audiology Degree Program must be completed through CSDCAS (Communication Sciences and Disorders Centralized Application Service) at <https://portal.csdcas.org>. On CSDCAS, you will find detailed instructions regarding development of a profile and submission of materials. All application materials must be submitted to CSDCAS by **January 1**, including:

- application
- extracurricular, volunteer and leadership activities, honors, and awards
- Answers to the following 3 questions writing a maximum of 100 words per question:
 1. Describe your academic, experiential, and personal qualifications for our graduate program in audiology. Be sure to tell us how your background and experience prepared you to interact differently with individuals who are different from you in their social, cultural or economic perspectives.
 2. What are some of the most important clinical and educational issues facing the profession of audiology today?
 3. What are some future research needs in relationship to the practice of audiology?
- academic information (courses, grades, etc.)
- transcripts from each college or university attended
- GRE scores must be sent by ETS directly to CSDCAS (code is 0734).

three (3) letters of reference: It is strongly recommended that reference letters be written by instructors who can speak to your academic abilities and potential success as a graduate student.

Application Fees

- application fee of \$100 for the first graduate program application and \$45 for each additional graduate program application.
- after you have submitted your application to the University of Cincinnati through CSDCAS and your CSDCAS application status has changed to "Verified", you will receive an email from UC with a link to pay the \$85 University of Cincinnati application fee. The email and link to pay may take up to a month to arrive. You do not have to fill out a separate application for UC.

If you experience problems or have questions, contact CSDCAS Customer Service at (617) 612-2030 or at csdcasinfo@csdcas.org. The initial review process for completed files begins in January and takes approximately 6-12 weeks. Incomplete files will not be reviewed. Admission decisions will be made in writing only.

The initial review process for completed files begins in January and takes approximately 6-12 weeks. Incomplete files will not be reviewed. Admission decisions will be made in writing only.

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.

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 Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE) are required of all applicants whose native language is not English. These tests 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.

The Oral English Proficiency (OEP) Testing Program was implanted in 1986 to assess the oral English language skills of graduate students who are nonnative speakers of English and receive financial awards from general University funds. Students are required to take the test at the beginning of their first semester of study. Their oral English skills are rated in four areas: 1) pronunciation; 2) grammar; 3) fluency; and 4) overall intelligibility. Those who pass are certified for oral English proficiency and may assume the full range of duties associated with the financial awards. Those who do not pass are recommended for English as a Second Language (ESL) course that is suited to their needs. Students whose oral English proficiency has not been certified may not assume clinical responsibilities. Oral Proficiency testing is conducted four times during the academic year (September, December, March, and May) to accommodate new arrivals and students who have prepared to retake the test. Each student can only be tested twice during an academic year.

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.

Financial Assistance

The AuD program has three available scholarships available for entering students. Bahmann Awards, Donnelly Scholarships, and Keith Endowment scholarship awards are offered to entering students by vote of the audiology faculty based on previous academic achievement, volunteer activities, letters of recommendation, and other meritorious activities. In order to be eligible for these awards, students must be registered for 10 or more graduate credits each semester to be considered a full-time graduate student.

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 the 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 institute after April 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 amount.

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 3.0 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 and who also sign authorization of payment by the university.

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.

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 third and fourth year of study in the AuD Program are devoted particularly to completion of practicum experiences, development and completion of capstone projects, 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), capstone research defense if not completed in the 3rd year and exit interview. With permission from their advisor and/or departmental chair students can defend their capstone or exit interview via Skype or Facetime when travel is prohibitive. Any exceptions must be arranged in writing at least one semester in advance.

Draft 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, indicating failure to meet the competencies 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 receive an F in the course or do not successfully complete the remediation plan by the deadline 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 insure that the program has continuity and that all academic requirements for graduation and, for those who are interested, ASHA and/or ABA certification and state licensure are met. 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 fellowships or assistantships 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 conference clinical examination. This examination is taken during the second semester of the third year. It may be repeated once, if failed, it may be passed with stipulations for further study, or a repeat examination, or it may be passed without stipulation.

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 program faculty. Finally, each student will be expected 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 to 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 Audiology Association (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 and Hearing Association, the Southwestern Ohio Speech, Language and Hearing Association, and the Ohio Council 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 field are also in Langsam Library. 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 and in the College's student computer rooms on the third floor in French East. The Health Sciences Library at the College of Medicine offers free one-two hour instructional sessions on computer library access as well as other useful instructional classes such as E-mail Remote Access, Blackboard, 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, Vietnam era veterans, or 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 may 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 viewed at the following link: [Graduate Student Grievance Procedures](#).

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
301-296-5700

Procedures for filing a complaint with the CAA can be found at
www.asha.org/about/credentialing/accreditation/accredmanual/section8.htm.

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.

It is the responsibility of the Admissions Committee to notify all applicants of acceptance or rejection.

Standards and Procedures for Probation, Suspension and Dismissal

Policy and Procedures for Probation

Students may be placed on probation for academic, research or clinical practicum deficiencies. The progress of each student is monitored each semester by the faculty by reviewing grade reports, practicum and research performance and progress. Problems identified by a faculty member, the practicum coordinator, or any practicum or research supervisor are discussed at faculty meetings. Students who fail to maintain a B (3.0) average on all course work or who fail to make satisfactory progress toward their degree will, upon vote of the faculty, be placed on academic probation for the ensuing semester.

The student will remain on probation for the period that the cumulative GPA is below 3.0, but will be allowed to continue in the program as long as grades in all graduate-level courses are above 3.0 for each individual semester. The student may be dismissed if grades for any semester while on probation are below 3.0.

Students may also be placed on probation for clinical practicum deficiencies. Problems identified by a faculty member, the practicum coordinator, or any practicum or research supervisor are discussed at faculty meetings. A meeting(s) is subsequently scheduled between the student and the Academic Advisor, Clinic Coordinator, Graduate Program Director, or Department Head. The purpose of this meeting is to address the concern and problem-solve a solution. Written documentation of the problem, criteria for, and results of the meeting are presented to the student and to the faculty, with a copy for the student's file.

The probationary period will be determined by the faculty but may continue for the term in which the infraction occurred, or may continue beyond that. If resolution of the practicum deficiencies cannot be reached during the probationary period, decision for dismissal is made by vote of the tenure track audiology faculty.

Policy and Procedures for Dismissal

Students may be dismissed for academic, research or clinical practicum deficiencies. The progress of each student including those on probation is monitored each semester by reviewing grade reports, practicum and research performance and progress. Unresolved problems identified by a faculty member, the practicum coordinator, or any practicum or research supervisor are discussed at faculty meetings. When unresolved deficiencies are identified, a meeting(s) is scheduled between the student and the Academic Advisor, Clinic Coordinator, Director of Audiology, Graduate Program Director, or Department Head. The purpose of this meeting is to address the concern and problem-solve a solution. Written documentation of the problem, criteria for dismissal/retention, and results of the meeting are presented to the student and to the faculty, with a copy entered into the student's file. The student is also encouraged to respond to the faculty in written form. Any subsequent meetings are similarly documented.

Students, who are unable to maintain a 3.0 GPA, are unable to resolve practicum or any misconduct issue resulting in probation will be dismissed. Any student who receives an F in any two courses, either concurrently or in different semesters will result in immediate dismissal with no probationary period. Receiving a GPA below 2.0 (excluding incomplete) for any specific grading period will result in immediate dismissal with no probationary period.

Decision for dismissal is made by vote of the audiology faculty who are defined as that faculty hold an appointment in the tenure track. The Department Head then has a final meeting with the student, to inform him/her about the decision and provide information about options for further academic or employment opportunities. A student dismissed from the graduate program may file a written petition with the Director of Graduate Studies for readmission. In making a decision regarding readmission, the faculty may consider extenuating circumstances surrounding the unsatisfactory grades and the probability that the student can successfully complete the program with at least the 3.0 GPA required to graduate.

If a dismissed student wishes to be considered for readmission in the subsequent semester a petition must be filed within three working days of receipt of the written dismissal notice. If a previously dismissed student is readmitted, all previously earned grades remain on the permanent record and will be computed in the overall grade point average. Students will be specifically warned of possible termination by the Director of Graduate Studies and will be advised of needed improvements.

Students will be fully informed of all decisions affecting their status in the program and each has the right to appeal under grievance procedures drawn up by the Graduate School.

Pre-Registration Procedures and Requirements

Supplementary Information Form

The Supplementary Information form must be completed prior to registration by the following individuals: (a) new students entering the University, (b) students not enrolled in the previous academic year, (c) students who transfer to another college, (d) students who have earned their Bachelor's degree and are admitted to the Doctor of Audiology program.

When filling out this form, the student is to enter the program name (CSD) on the line "(Program Major)". The form is to be returned to the academic unit as requested.

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 by going to One Stop on the UC website at <http://onestop.uc.edu/>. 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 student, or its equivalent. Eligibility for graduation requires a minimum of 106 graduate credits the latter half of which must be completed while in residence at the University of Cincinnati. Graduate credits to be transferred from another institution will be approved by the advisor and Communication Disorders faculty. In no case can credit for the research 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 should have been taken within the five years prior to application.

Registration

The UC Schedule of Classes provides the courses offered each semester at U.C. 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.

Inclement Weather

CSD Weather Related Protocol

All CSD campus students can expect to attend classes online. Each professor will contact their class. If the University is closed the campus clinic will be closed. All students participating in external placements should follow the instructions of their clinical supervisor.

CAHS Weather Related Protocol

When inclement weather threatens the safety of the University of Cincinnati community, the Senior Vice President for Administration and Finance may invoke University Rule [3361: 10-55-01](#) and declare an emergency closing.

The College of Allied Health Sciences will observe the university emergency closing protocol for all on-campus classes. During a university emergency weather closing, all college offices will be closed. CAHS CETIS will be available online 8:30am-5:00pm to monitor the CETIS Help Desk email account as well as the online ticketing system. If you need assistance from CETIS during the closure, please send an email to cetishelp@uc.edu.

Students should clarify with their course instructors how the closure will affect assignments and deadlines, and whether class information from the missed session(s) will be posted on Blackboard, and/or if the class will meet virtually during the closure.

Students currently enrolled in off-campus clinical practicums, field experience, and internships should refer to their individual program's student handbook to determine if they are expected to report to their placement site during the closure.

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 2007 or later (Office 2010 for Windows or Office 2011 for Mac preferred). All students have the option of buying Microsoft Office 2010 directly from the UC bookstores, on either Uptown Campus, for \$9.70. Contact the UC Main Computer Store at 513-556-2679 with any questions.
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. The anti-virus software packages preferred by CSD for Windows machines are Microsoft Security Essentials, which is available directly from Microsoft.com (<http://windows.microsoft.com/en-US/windows/products/security-essentials>), and McAfee, which is available from the UC website (<http://www.uc.edu/ucit/ware/software.html>). The preferred Apple anti-virus software is Sophos Anti-Virus Free Edition, which is available from the Sophos.com website (<http://www.sophos.com/en-us/products/free-tools/sophos-antivirus-for-mac-home-edition.aspx>)

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. **x86 Processor:** Minimum Dual Core Intel or AMD processor running at 1.6 GHz or faster.
6. **Memory:** 2 GB of RAM minimum, 4 GB+ preferred.

Blackboard

All of the courses at U.C. will use Blackboard. If students are not familiar with Bb, they can access it through www.blackboard.uc.edu. It can also be reached under UC Tools on the UC webpage, www.uc.edu.

Blackboard Support can be reached at 513-556-1602 or contact the Blackboard Support Team <http://blackboard.uc.edu/support>. The staff is extremely helpful and will be able to walk students through any difficulties they may be having.

Blackboard(BB) Plugins -Go to BB. Click on the BB support (from the MY UC BB Home Page). Under system requirements, click on **Plugins**, and download the following:

Adobe Acrobat Reader

Flash Player
Shockwave Player
Windows Media Player
QuickTime for Windows

Browser Requirement for Blackboard

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

In order for certain areas of BB to function properly, students will have to go to BB 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 Blackboard

The single most common problem with online test taking occurs when a student's computer loses connectivity with the 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 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 <http://blackboard.uc.edu/support>.

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 them 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 <http://www.uc.edu/ucit/email/uconnect.html> 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.

Note that the university Blackboard is not compatible with Internet Explorer, and is most compatible with Mozilla Firebox. Examinations and surveys taken on Blackboard using Internet Explorer cannot be submitted to the university.

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 states 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 listed in Appendix A. The program is responsible for assessing each student's mastery of these competencies. The curriculum to be presented below 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 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. Final approval of electives taken outside the department will be made by the student’s academic advisor.

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 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	<u>3</u>
CSD8099	Comparative Audition and Vocal mechanisms	<u>3</u>

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 and in Section V of this handbook.
- 3.) A series of clinical case study presentations. Details are presented below.

AuD Doctoral Capstone Project

GUIDELINES FOR AuD DOCTORAL CAPSTONE PROJECTS

INTRODUCTION

The policies and procedures outlined by this document are designed to be used by the AuD program as a guide for doctoral capstone projects. The guidelines contained in this document will be especially useful for students, project advisors, and committee members as they plan and complete the capstone project.

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 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 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, 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 committee and department. The capstone proposal is approved by the student's capstone advisor and committee in a process described elsewhere in this document.

THE CAPSTONE PROJECT

I. REQUIREMENTS

The completed capstone project must be approved by the student's capstone committee. 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 professional colleagues. 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 Committee

Once a student has an idea, topic, or an area of interest for a capstone project, the next step is to identify a chair and committee. At a minimum, the capstone project committee must consist of a chair and one other member who are internal to the CSD program as evidenced by a formal appointment, at any level, within the department.

External members can, and are encouraged, to serve on a committee though they do not have voting rights on final approval of the capstone on behalf of the university. The criteria for serving are that they hold the academic credentials required to oversee and accomplish the capstone project. The student has the right to make the final decision as to the composition of the capstone project committee.

Students need to carefully select the chair of their capstone project. In addition to providing assistance in selecting other committee members, it is expected that the student and chair will interact closely to refine the original capstone project idea into its final form, develop a proposal, conduct the project, write the final narrative, and moderate the student's oral presentation. In this respect, 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.

C. The Capstone Project Format

In general the format of the capstone project is as follows:

INTRODUCTION

- Type and purpose of project
- Why is this project 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 committee for review, discussion, and approval before the student begins the research. The purpose of the proposal is to find common agreement and approval by the committee, 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.

1. The title of the capstone project should be brief, but descriptive and suggest the project's purpose.
2. 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.
3. The literature review should contain major research studies or published reports that are relevant to the student's project
4. The procedures section of the capstone proposal 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.

5. 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.
6. 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.
7. If the project involves human or animal subjects, once accepted by the committee 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 chair. Directions on how to prepare an IRB/IACUC application and the required forms can be obtained from the University of Cincinnati web site. **A capstone project must not begin until all necessary approvals are obtained.**
8. Final approval of the project rests with the student's committee.

E. The Final Manuscript

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 placed on a disc and submitted to the department's administrative assistant to be placed in each student's permanent folder. It is expected that the organization of the final documentation of the capstone 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

If the capstone is to be submitted to the Graduate School as a formal thesis, the student should consult the Graduate School web site for details on preparation and submission of the final

manuscript. The decision about whether to submit the document a formal thesis will be made by the student and the capstone advisor.

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. First and third year students will present a case of their choosing from their practicum sites. Second year students will be provided cases by the faculty for presentation. Faculty and peer feedback will be provided at 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.

In addition to the case study activities, students will be expected to participate in various case grand round experiences during the first three years of their AuD program. The presentation of grand rounds cases will take place as part of the graduate seminar course. The process for preparing and presenting cases will be explained during the student's first year experience in the graduate seminar course. Fourth year students are typically required to submit case studies for review and discussion by their peers through BlackBoard. The 3rd year cases are ones that they choose themselves from their practicum sites

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 recommends 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 as listed in Appendix A. 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 a black gown and tassel and a sage 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.
2. All learning markers and trackables have been met and are “green” on CALIPSO.
3. The final version of the thesis, publishable paper, or capstone is received and approved by the advisor and committee (if applicable)
4. Announcement of the thesis or capstone defense on the Graduate School’s website (if applicable) or within the Department.
5. Electronic Thesis (EDT) submitted to the Graduate School (if applicable).
6. For students application for certification has been completed and signed by the Department Head if seeking certification.
7. Submission of the following requirements to the CSD Department Office:
 - a) Committee Approval form (thesis and publishable papers only)
 - b) Thesis/Publishable Paper/Capstone/Independent Study Defense Certification form
 - c) IRB Data form (if applicable)
 - d) Any keys to department facilities that had been obtained have been turned into the Department Head or Department Office.

If one 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 PRACTICE

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 assignments may begin during the second year and will continue for every semester of the AuD program.

Graduate students are normally assigned to an off-campus facility for two consecutive semesters. However, the length and timing of such 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 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. First year students will typically be scheduled for 3-6 hours per week.

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 Certification 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. In addition, students must demonstrate competence across a broad array of clinical skills that are delineated in Appendix A.

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: 15 hours

Screening - 15

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 the ASHA CCC-A. Successful completion of practicum experiences will be based on acquisition of appropriate knowledge and skills rather than on completion of a specific number of practicum hours. If the student desires ASHA certification upon graduation, all hours during the 4th year must be

supervised by persons with ASHA certification and all others by a person with an active state license.

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 Form

ESSENTIAL REQUIREMENTS FOR CLINICAL PRACTICUM DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS UNIVERSITY OF CINCINNATI

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 speech-language pathology or audiology.

When requested, the University will provide reasonable accommodations to otherwise qualified students with documented disabilities through the Disability Services Office (556-6823; 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 ASHA CERTIFICATION STUDENTS SHOULD BE ABLE TO:

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 field of Speech Language Pathology and 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

Procedures for Essential Requirements

The Department of Communication Sciences and Disorders at the University of Cincinnati has developed a list of essential requirements and abilities that are considered necessary for a student's successful academic and clinical performance in the professions of Speech Language Pathology and Audiology.

Dissemination:

The list of Essential Requirements for the Department of Communication Sciences and Disorders will be given to undergraduate students in the CSD program who are applying for admission for graduate study as well as those students who are admitted to graduate study within the program from other universities.

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.

Please review the essential requirements for clinical practicum document and sign the statement below:

I certify that I have read and understand the essential requirements document and that I believe to the best of my knowledge that I meet each of these standards either with or without accommodations. I will contact the Office of Disabilities to determine what accommodations are available. I understand that if I am unable to meet these standards, I may be dismissed from the program.

(Student Signature)_____

(Date)_____

APPENDIX A

KNOWLEDGE AND SKILLS COMPETENCY AREAS FOR ASHA CERTIFICATION

National certification is available through both the American Speech-Language-Hearing Association (ASHA) and the American Board of Audiology (ABA). While state licensure (or registration) is a legal requirement for the practice of audiology in all 50 states and the District of Columbia, certification is a voluntary credential that often reflects a further dedication to ongoing continuing education that may be above and beyond state licensing (registration) requirements. Students should consult directly with their academic advisor for specific information on clinical practicum supervision that may pertain to certification through the American Speech-Language-Hearing Association. All ASHA requirements for certification (including supervised practicum with an ASHA certified audiologist) must be met *in full prior to graduation* for this certification to be awarded at any time.

Knowledge and skill competencies attained prior to graduation are consistent with those required for ASHA or ABA certification and Ohio state licensure. For definition purposes, this section contains excerpts from the certification standards defining eligibility for the Certificate of Clinical Competence in Audiology from the American Speech-Language-Hearing Association. The complete text of the certification standards can be obtained from the Communication Sciences and Disorders department office or from the ASHA website at <http://www.asha.org>. Students should discuss with their academic adviser any specific supervision requirements to obtain ASHA certification. Students who are not interested in obtaining ASHA CCC-A following their fourth year experience, and who will not seek an ASHA certified audiologist to supervise their fourth year experience, will be asked to sign a statement to that effect before accepting a fourth-year externship placement

Standard IV: Knowledge and Skills Outcomes

Applicants for certification must have a foundation of prerequisite knowledge and skills.

Applicants for certification must have acquired knowledge and developed skills in four areas: foundations of practice, prevention and identification, evaluation, and treatment.

Standard IV-A: Prerequisite Knowledge and Skills

A1. The applicant must have prerequisite skills in oral and written or other forms of communication.

A2. The applicant must have prerequisite skills and knowledge of life sciences, physical sciences, behavioral sciences, and mathematics.

Standard IV-B: Foundations of Practice

The applicant must have knowledge of:

B1. Professional codes of ethics and credentialing

- B2. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services
- B3. Educational, vocational, and social and psychological effects of hearing impairment and their impact on the development of a treatment program
- B4. Anatomy and physiology, pathophysiology and embryology, and development of the auditory and vestibular systems
- B5. Normal development of speech and language
- B6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment
- B7. Normal processes of speech and language production and perception over the life span
- B8. Normal aspects of auditory physiology and behavior over the life span
- B9. Principles, methods, and applications of psychoacoustics
- B10. Effects of chemical agents on the auditory and vestibular systems.
- B11. Instrumentation and bioelectrical hazards
- B12. Infectious/contagious diseases and universal precautions
- B13. Physical characteristics and measurement of acoustic stimuli
- B14. Physical characteristics and measurement of electric and other nonacoustic stimuli
- B15. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations
- B16. Medical/surgical procedures for treatment of disorders affecting auditory and vestibular systems
- B17. Health care and educational delivery systems
- B18. Ramifications of cultural diversity on professional practice
- B19. Supervisory processes and procedures
- B20. Laws, regulations, policies, and management practices relevant to the profession of audiology
- B21. Manual communication, use of interpreters, and assistive technology

Standard IV-C: Prevention and Identification

The applicant must be competent in the prevention and identification of auditory and vestibular disorders. At a minimum, applicants must have the knowledge and skills necessary to:

- C1. Interact effectively with patients, families, other appropriate individuals, and professionals
- C2. Prevent the onset and minimize the development of communication disorders
- C3. Identify individuals at risk for hearing impairment
- C4. Screen individuals for hearing impairment and disability/handicap using clinically appropriate and culturally sensitive screening measures
- C5. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate and culturally sensitive screening measures

C6. Administer conservation programs designed to reduce the effects of noise exposure and of agents that are toxic to the auditory and vestibular systems

Standard IV-D: Evaluation

The applicant must be competent in the evaluation of individuals with suspected disorders of auditory, balance, communication, and related systems. At a minimum, applicants must have the knowledge and skills necessary to:

- D1. Interact effectively with patients, families, other appropriate individuals and professionals
- D2. Evaluate information from appropriate sources to facilitate assessment planning
- D3. Obtain a case history
- D4. Perform an otoscopic examination
- D5. Determine the need for cerumen removal
- D6. Administer clinically appropriate and culturally sensitive assessment measures
- D7. Perform audiologic assessment using physiologic, psychophysical and self-assessment measures
- D8. Perform electrodiagnostic test procedures
- D9. Perform balance system assessment and determine the need for balance rehabilitation
- D10. Perform aural rehabilitation assessment
- D11. Document evaluation procedures and results
- D12. Interpret results of the evaluation to establish type and severity of disorder
- D13. Generate recommendations and referrals resulting from the evaluation process
- D14. Provide counseling to facilitate understanding of the auditory or balance disorder
- D15. Maintain records in a manner consistent with legal and professional standards
- D16. Communicate results and recommendations orally and in writing to the patient and other appropriate individual(s)
- D17. Use instrumentation according to manufacturer's specifications and recommendations
- D18. Determine whether instrumentation is in calibration according to accepted standards

Standard IV-E: Treatment

The applicant must be competent in the treatment of individuals with auditory, balance, and related communication disorders. At a minimum, applicants must have the knowledge and skills necessary to:

- E1. Interact effectively with patients, families, other appropriate individuals, and professionals
- E2. Develop and implement treatment plan using appropriate data
- E3. Discuss prognosis and treatment options with appropriate individuals
- E4. Counsel patients, families, and other appropriate individuals
- E5. Develop culturally sensitive and age-appropriate management strategies
- E6. Collaborate with other service providers in case coordination

- E7. Perform hearing aid, assistive listening device, and sensory aid assessment
- E8. Recommend, dispense, and service prosthetic and assistive devices
- E9. Provide hearing aid, assistive listening device, and sensory aid orientation
- E10. Conduct aural rehabilitation
- E11. Monitor and summarize treatment progress and outcomes
- E12. Assess efficacy of interventions for auditory and balance disorders
- E13. Establish treatment admission and discharge criteria
- E14. Serve as an advocate for patients, families, and other appropriate individuals
- E15. Document treatment procedures and results
- E16. Maintain records in a manner consistent with legal and professional standards
- E17. Communicate results, recommendations, and progress to appropriate individual(s)
- E18. Use instrumentation according to manufacturer's specifications and recommendations
- E19. Determine whether instrumentation is in calibration according to accepted standards

Nondiscrimination Statement Language

Electronic Nondiscrimination Statement – Websites and Emailed Publications

Notice of Non-Discrimination

The University of Cincinnati does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities.

The University does not tolerate discrimination, harassment, or retaliation on these bases and takes steps to ensure that students, employees, and third parties are not subject to a hostile environment in University programs or activities.

The University responds promptly and effectively to allegations of discrimination, harassment, and retaliation. It promptly conducts investigations and takes appropriate action, including disciplinary action, against individuals found to have violated its policies, as well as provides appropriate remedies to complainants and the campus community. The University takes immediate action to end a hostile environment if one has been created, prevent its recurrence, and remedy the effects of any hostile environment on affected members of the campus community.

UC is committed to the ideal of universal Web accessibility and strives to provide an accessible Web presence that enables all university community members and visitors full access to information provided on its websites. Every effort has been made to make these pages as accessible as possible in accordance with the applicable guidelines.

The following person has been designated to handle inquiries regarding discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, age, and veteran status:

Peg Buttermore
Interim Chief Human Resources Officer
Section 504, ADA, Age Act Coordinator
340 University Hall, 51 Goodman Drive
Cincinnati, OH 45221-0039
Phone: 513-556-6381;
Email: peg.buttermore@uc.edu

The following person has been designated to handle inquiries regarding discrimination, harassment, or retaliation based on sex, sexual orientation, gender, and gender identity or expression:

Jyl Shaffer
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