Dear Student:

This handbook is designed to provide information about the Doctor of Audiology and to serve as a guide as you progress through the program. Students are responsible for following the requirements outlined in the handbook; however, the Program Director and the Clinical Director will provide additional information. We want you to always feel free to ask us questions 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,

Jeffrey J. DiGiovanni, Ph.D., CCC-A
Department Chair

Katherine Russell, AuD, CCC-A
Audiology Program Director
Director of Clinical Education, 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 additional details online at www.grad.uc.edu.

SECTION I: DEPARTMENT OVERVIEW

Mission and Vision
We will positively impact the lives of individuals with communication disorders through excellence in student preparation, scholarly activities, interdisciplinary practices, and inclusive community engagement.

- To engage in scholarly activities that advance science, healthcare, and education
- To prepare students to become excellent speech language pathologists, audiologists, educators, and researchers who will provide the highest quality services by integrating research, education, and community

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. 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.

Overview

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 Health Sciences Building (HSB) 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 Communication Disorders began in 1967. There is a graduate enrollment of approximately 200 master’s SLP students (first and second year on campus and distance learning), 48 AuD students, ~25-30 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 6 professors and 5 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, implantable hearing devices including cochlear and middle ear 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 11 semesters of 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 Licensure. 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.

**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 numerous scholarships available for students. Bahmann Awards, Donnelly Scholarship, Weiler Scholarship and Keith Endowment scholarship awards are offered to 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 8 hours per week in departmental service. Students who receive the Donnelly Scholarship are expected to provide a maximum of 4 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 3.0 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 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.

Requirements, Procedures, & Registration

Prerequisites

Students are responsible for completing deficits in prerequisites, as outlined in the admissions letter. All prerequisites must be completed before entering the Master’s program, or in rare and special occasions agreed upon by the program director, by the end of year one of your program. Please review your specific program information, in Section II.

Essential Functions

Essential Functions refer to the qualities and abilities that are considered necessary for a student’s success in the master’s 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. Students will be asked to review the essential requirements document upon enrollment and provide their signature on the document to affirm that they have read and understood the essential requirements and that they believe to the best of their knowledge that they meet each of these standards either with or without accommodations.

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.

Essential Functions Remediation Plan Statement

If a faculty member or clinical supervisor observes concerns with a graduate student’s professional demeanor or Essential Functions, he or she will first address the concern directly with the student. The student will be advised regarding appropriate ways to improve the concern(s), and be notified that a written record will be filed with his or her program director. If a student has repeated issues demonstrating the outlined essential functions, a formal remediation plan will be developed for the student. The remediation plan will include measurable goals to be achieved in a specified time
period. If the student does not meet the goals as detailed on the remediation plan in the time frame outlined, the student may be placed on formal probation with the possibility of dismissal 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.

**Physical Examination and Immunizations**
The University of Cincinnati has immunization and health screening requirements to protect the health of individual students and all students as part of the larger campus community. Infectious diseases are of particular concern to universities due to the large number of students living, studying and working together in close quarters. Recent outbreaks have occurred on campuses across the United States. Proof of Immunization is also required for all clinical sites and may vary from the University requirements. Required CSD immunizations and documentation include:

- Hepatitis B or HEPLISAV-B series **AND** negative quantitative HBSAB titer
- MMR series **OR** MMR negative titer
- Meningococcal (A) Quadrivalent **(For students who are 16-21 years of age)**
- Influenza, annually
- Initial 2-step TB or PDD **OR** negative IGRA Blood Test
- Subsequent annual TB screening
- Tdap
- Varicella series **OR** negative VZV IgG titer
- Influenza Vaccine (optional but required for most healthcare settings)

Please see the Practicum Handbook for additional information

**Criminal Background Check**
Clinical sites may require background checks prior to acceptance of a student for the experience. As such, state and national background checks are required for all Audiology students in advance of the first clinical experience, typically in the fall semester of the first year. Background checks are generally good for 12 months so you may need to complete one each year of your professional curriculum. Clinical sites reserve the right to decline clinical positions to any student who fails to meet their expectations of conduct. Other exclusions can include Medicaid/Medicare fraud. If a second site declines a student, the student may not be able to complete the clinical experience and program. If you are concerned regarding this requirement, please contact the Director of Clinical Education. See the Practicum Handbook for additional information.

**Drug Screening**
Clinical sites may require drug screens prior to acceptance of a student for the experience. Clinical sites reserve the right to decline clinical positions to any student who does not meet the expected standards of a drug screen for the respective facility. If a second site declines a student, the student
may not be able to complete the clinical experience and program. For additional information, refer to the Tobacco, Drug, and Alcohol Abuse Policy.

Tobacco, Drug, and Alcohol Use Policy
As a public, state institution, the University of Cincinnati complies with the national Drug-Free Schools Communities Act (DFSCA) (20 U.S.C. 1011i; 34 C.F.R. part 86) as well as the Drug Free Workplace Act (41 U.S.C. 81) which requires a drug-free campus community. This requirement extends to substances which are legal under Ohio law, but remain illegal under federal law. The profession of Audiology has the ethical and legal responsibility for providing safe, quality patient care. Since all audiology students are considered members of this profession, they must adhere to the highest professional, ethical, and legal standards with respect to controlled substances. Students are prohibited from being impaired by or under the influence of alcohol, illegal drugs, or legal drugs (including prescription medications and over-the-counter drugs) to the extent that the use of such drugs endangers others or affects their performance in the classroom or clinical setting. Failure to successfully pass a drug-screening test or refusal to submit to a test, will have consequences that may result in dismissal from the professional program and/or legal issues.

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. 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 CSD Program Coordinator immediately of a change of address and/or phone number.

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 or copy and paste the following to your browser: https://webapps2.uc.edu/scheduleofclasses/

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 (https://cahs.uc.edu/academic-programs/graduate-programs/audiology.html). 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.

**Commitment to Inclusion**

UC is committed to the ideal of universal Web accessibility and strives to provide an accessible Web presence that enables all university community members, including those with disabilities, distance learning students, and visitors to have 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.

**Special Needs Policy**

If you have a disability (e.g., visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability, etc.) which may influence your performance in the program, you must meet with the Accessibility Resources (AR) Office to arrange for reasonable accommodations to ensure an equitable opportunity to meet all the requirements of this course. If you require accommodations due to disability, please contact AR at 513-556-6823, Campus Location: 210 University Pavilion or visit their website.
You will be provided an Accommodation Form indicating your accommodation needs for the semester. Please present this form to us AS SOON AS POSSIBLE to ensure your accommodation needs are discussed, agreed upon, and provided. Accessibility Resources is aware of our CSD Essential Requirements.

**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

The Chief Human Resources Officer 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, sex, age, and veteran status. Please contact this person with concerns regarding these matters: https://www.uc.edu/hr/hr_connect.html

A Title IX Coordinator has been designated to handle inquiries regarding discrimination, harassment, or retaliation based on sex, sexual orientation, gender, and gender identity or expression. Please contact this person with concerns regarding these matters: http://www.uc.edu/titleix.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 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.

Please review the following documents:
- Copyright Infringement: [https://www.copyright.gov/help/faq/faq-infringement.html](https://www.copyright.gov/help/faq/faq-infringement.html)
- Mission Statement: [http://www.uc.edu/about/mission.html](http://www.uc.edu/about/mission.html)
- Academic Misconduct Process: [https://www.uc.edu/conduct/Academic_Integrity.html](https://www.uc.edu/conduct/Academic_Integrity.html)

**Expectations for Professionalism**

### Classroom Engagement
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 television 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 and lock and close the door.

**Attendance & Inclement Weather Policy**

**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, Faculty Supervisor, Graduate Program Director, or Department Head when approved by all affected parties.

**College of Allied Health Sciences (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 Center for Educational Technology and Instructional Support (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 create a ticket using this link: [https://cahs.uc.edu/current-students/weather-policy.html](https://cahs.uc.edu/current-students/weather-policy.html).

**NOTE:** 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 the learning management system, and/or if the class will meet virtually during the closure.

**CSD Weather Related Protocol**
All CSD campus students can expect to attend classes online if UC is closed for inclement weather. Each professor will contact their class regarding how content will be delivered if the University is closed. If the University is closed the campus clinic will be closed. All students participating in external placements should follow the instructions of their onsite clinical supervisor.

**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, camcorders, sound level meters, computers and computer software, etc. for student use and to provide equipment maintenance and technical support salaries.

**Student Organizations**

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 Academy of Audiology and the Ohio Speech-Language-Hearing Association.

**Keys**

Each student is entitled access to the UC Speech and Hearing Clinic, preschool and clinic materials rooms and department general labs. Keys can be obtained through the CSD Program Coordinator. Keys must be returned to the CSD Program Coordinator 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.

**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 Health Sciences Building (HSB); for more information contact the Center or Educational Technology and Instructional Support (CETIS) located on the first floor. 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.

**Complaints**

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.

Computers: Hardware and Software Requirements

Computer Requirements
All students are required to have access to a computer with minimum hardware and software requirements. Please visit the following CSD website, regularly to ensure your system is up-to-date: https://cahs.uc.edu/about/cetis/computer-requirements.html

If your questions are not alleviated by visiting this site, please contact the UCIT Help Desk. They offer extended support hours. For contact information for the Help Desk visit: http://www.uc.edu/ucit/help.html.

Competency
You will require basic knowledge of computer use and internet skills in order to begin and progress through program in the College of Allied Health Sciences. Skills that you should have prior to the first on campus session:

1. Use of computer mouse and keyboard
2. Computer software installation, including internet security and virus protection
3. Managing files on a computer – saving, deleting, naming, renaming, moving, backing up, etc.
4. Sending, uploading, and downloading attachments
5. Use of common software applications – Word, PowerPoint, Excel, Outlook (email)
6. Use of functions associated with software – copying and pasting, spell checking, etc.
7. Internet search skills including accessing library databases and use of various search engines
8. Proficiency in email use and other modes of online communication
10. Use of passwords and accessing secured sites via login – username and password

Canvas
All of the courses at U.C. will use Canopy & Canvas. If students are not familiar with Canvas, they can access it through under UC Tools on the UC webpage, www.uc.edu. Canvas & Canvas 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.
Taking Tests in Canopy & Canvas
The single most common problem with online test taking occurs when a student’s computer loses connectivity with the Canopy & Canvas 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.
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 Email Address
It is mandatory that all students activate their university email address and update it on Canvas. 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.
SECTION II: ACADEMIC PROGRAM

Program Overview

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 advisor 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 licensure, 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, through simulation, 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 should be submitted by the spring semester of the second year but 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, alternate university research forum, or approved audiology conference (AAA, ARO, ASHA, AAS, OAA, OSHA, etc.) 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.
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.

Program Completion
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:

<table>
<thead>
<tr>
<th>UC Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 3061</td>
<td>Audiology I</td>
</tr>
<tr>
<td>CSD 4012</td>
<td>Neurological Foundations of Communication</td>
</tr>
<tr>
<td>MATH 1021</td>
<td>College Algebra</td>
</tr>
<tr>
<td>PHYS 1012 or 1018 or 1033</td>
<td>Biological Science Social/Behavioral Science</td>
</tr>
<tr>
<td>STAT 1031 or 1034</td>
<td>Physical Science or Chemistry</td>
</tr>
<tr>
<td></td>
<td>Introductory Statistics</td>
</tr>
<tr>
<td>CSD 3080</td>
<td>Normal Speech and Language Development</td>
</tr>
</tbody>
</table>

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 ([https://cahs.uc.edu/csd/academic-programs/aud-in-audiology](https://cahs.uc.edu/csd/academic-programs/aud-in-audiology)) represents the required curriculum for the Doctor of Audiology at the University of Cincinnati. The required courses total 105 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. Additional hours registered for capstone cannot be counted toward program required elective hours.

**Doctor of Audiology Course Electives**

Students are required to take at least two electives each 3 hours for a total 6 credit hours during the course of the AuD program. The purposes of the electives 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 include those leading to the Animal Audiology Certification and a School Audiologist in Ohio. While any UC AuD student may take the Animal Audiology courses as an elective, in order to earn the Animal Audiology Certificate, one must formally apply to the Certificate Program. Requirements for Licensure as an Educational Audiologist vary by state. Completion of the courses listed below are specific to Ohio. Students who wish to become an Educational Audiologist outside the state of Ohio must research specific requirements for their state. Courses for school Audiology do not lead to a formal Certificate recognized by the Graduate School.

The course are provided below.

**Required Courses for Animal Audiology Certification**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD-8020</td>
<td>Seminar in Animal Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CSD8099</td>
<td>Comparative Audition and Vocal mechanisms</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition, students are required to serve 25 hours in FETCHLAB clinic and be IACUC trained.
Required Courses for Licensure as a School Audiologist in Ohio

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD-8082</td>
<td>Audiology School Practicum</td>
<td>3</td>
</tr>
<tr>
<td>SPED-6001</td>
<td>Individuals with Exceptionalities (Fall semester on-line)</td>
<td>3</td>
</tr>
</tbody>
</table>

**AuD Clinical Practicum**

Graduate students who have completed undergraduate prerequisites will typically begin practicum at the UC Speech and Hearing Clinic and external hearing screening programs during the first semester of graduate study. Off-campus assignments 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.

**Attendance**

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.

**Clinical Hours and Competency**

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 1820 hours of clinical practicum supervised by an audiologist holding the CCC-A from ASHA, have 9 months of professional experience and completed 2 hours of continuing education in the area of clinical supervision. 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 are now able to meet ASHA hour requirements post-graduation as of January 2020.

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 recommended clinical clock hours a student should 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. In addition to the recommended minimums to
ensure exposure to each area, students musts demonstrate that they have met all clinical competencies which are documented in CALIPSO:

EVALUATION: 80 hours
Adults - 20
Children - 10

TREATMENT: 20 hours

AMPLIFICATION: 80 hours
Adults - 10
Children - 5

SPEECH PATHOLOGY: 5 hours
Screening - 5
*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 (competencies). If the student desires ASHA certification upon graduation, all hours during the 4th year must be supervised by persons with ASHA certification.

Alternative Clinical Education (ACE)
Alternative Clinical Education (ACE) may be counted towards your clinical education hours and used to gain clinical skills and competencies. Audiology students are able to obtain 10% of their clinical hours using ACE such as simulation. These hours do not require 100% supervision but do require a debrief to occur following the simulation in order to determine competency has been met and must be supervised by a licensed audiologist. See the Practicum handbook for more details.

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

AuD Capstone

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. Additional hours registered for capstone cannot be counted toward program required elective hours.
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), or alternate university research forum, or approved audiology conference in the spring of the 2nd, 3rd, or 4th year if the student has not previously presented at a research forum as a lead presenter. 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. Regardless of whether a student is actively engaged in a capstone project, all on-campus AuD students are required to attend the PRaISE event to become familiar with the scope and breadth of student capstone projects in the college and to support their student colleagues. 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, alternate university research forum, or approved audiology conference if the student has not previously presented at a research forum 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

26
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.

A. 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 rational 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.

B. The literature review should contain major research studies or published reports that are relevant to the student’s project.

C. 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.

D. 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.

E. 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.

F. 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. Specific details on IRB preparation including templates and required verbiage for protocols and consent/assent forms can be found at the UC IRB website:
http://researchcompliance.uc.edu/HRPP/IRB/IRBOverview.aspx. In addition, all researchers engaged in human subjects research of any form 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/. When accessing CITI training modules select “Greater Cincinnati Academic and Regional Health Centers [GCARHC].” All students must complete all subtests of the HSR CORE and the Students Research Basic Course. These courses should be completed no later than the end of the spring semester of the student’s first year in the program. Completion may be required sooner if the research/project begins sooner. Depending on the nature of the student’s selected capstone project, additional CITI training may be required. A capstone project must not begin until all necessary approvals are obtained.

G. Final approval of the project rests with the student’s advisor and committee when applicable.

H. 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 Academic & Clinical Competency**

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.

**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 [https://cahs.uc.edu/academic-programs/graduate-programs/audiology.html](https://cahs.uc.edu/academic-programs/graduate-programs/audiology.html).
SECTION III: COMPETENCY, PROBATION, & DISMISSAL

Competency
Competencies will be determined for classes that our accreditation body requires. These are used to ensure that all students have met requirements for graduation, 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.

Notice, 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 preceptors, the Clinic Director, and/or the Practicum Coordinator and shared with the Program Director. Further, the Program Director monitors the following activity for all students:

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

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.

**Notice**

Students will be placed on official notice if a grade of C is earned in either practicum or academic courses. Likewise, notice may be given, to alert students of concerns regarding professionalism. This notice serves two purposes. First, it alerts the student of his/her status in the program and is a reminder of the probation and dismissal policy. Second, it provides a summary of the support available in the department to ensure continued success for the remainder of the program.

**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) regular, nonresponsive or untimely responsiveness to program/faculty communication; consistent negative interactions with faculty/supervisors/peers; inappropriate use of social media relating to the program, its content, or related professional activity,
6. Violation of classroom and clinic (onsite and offsite) attendance policies; multiple unexcused tardiness; multiple and/or prolonged unexcused absences. For details, please see the department policy below, the Clinical Practicum Handbook, 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/Clinic/Research (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:

- a. grades for any semester, **while on probation,** fall below B-,
- b. overall GPA for any specific grading period, **while on probation,** falls below a 3.0 (excluding Incompletes),
- c. a third C is earned during the program,
- d. a grade of “F” is received in any course,
- e. proven academic dishonesty (see Graduate School Handbook),
- f. two consecutive practicum placements are not successfully completed despite documented remediation attempts,
- g. 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. 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.

- Leave of Absence and Extenuating Circumstances. Under special circumstances, graduate students may apply for leave of absence from formal study at the university for a specific period up to one academic year. Assuming appropriate documentation is provided, the circumstances justifying a leave include but are not limited to personal or family medical conditions, call to active military duty, maternity leave, or death in immediate family. The rationale must be documented by the applicant. If a student has a verified medical leave or extenuating circumstance, a written plan to accommodate the student’s needs will be developed and signed by the student, Program Director, and Department Chair. A copy of this will be kept in the student’s CALIPSO file and provided to the student for reference.

Appeals
A student dismissed from the graduate program may file a written petition for readmission (within five business days) with the Program Director and Department Chair. In making a decision regarding readmission, the appeal will be brought to the full faculty for consideration; the decision will be made by majority vote of the entire SLP or AuD faculty. The faculty will consider extenuating circumstances and the probability that the student can successfully complete the academic program with at least the 3.0 GPA required to graduate and all clinical practicum experiences.

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/. Further, students will be fully informed of all decisions affecting their status in the program and have the right to appeal under grievance procedures which can be viewed at the following link: https://grad.uc.edu/student-life/policies.html
SECTION IV: GRADUATION, CERTIFICATION, & LICENSURE

Graduation

Graduation Requirements
The university requires students to complete a minimum of 93 graduate semester credits while the program has additional requirements. 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.

Application for Graduation
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, tassel and hood.

Exit Interview
Students are required to meet with the Program Director and 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 trackable items have been met and are “green” on CALIPSO.
3. The final version of the capstone is received and approved by the advisor and uploaded into Canvas
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 Program Coordinator:
   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 in.
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**.